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ABSTRACT

Based on the student workbook entitled "Power Sewing", this manual is intended to aid aurally handicapped vocational students who are being trained in power sewing. The sequence of lessons closely follows the progression of sewing skills taught by the shop text, but covers the material from the standpoint of reading and communication skills. The thirty-five lessons include the use, care, and operation of the power sewing machine and the single-needle lockstitch machine; primary sewing operations; single-needle sewing projects; the uses of other machines used in power sewing; pressing; and hints for being a good operator. Illustrations and sign language accompany the instructions in each lesson. (BM)

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ED145140

State of New Jersey
Department of Education
Division of Vocational Education

LANGUAGE WORKBOOK FOR

POWER SEWING

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June, 1977

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INTRODUCTION

This manual is based on the student workbook "Power Sewing",* which is used in the sewing shop at the Marie H. Katzenbach School for the Deaf, Trenton, N.J. It covers the same material but from the standpoint of reading and communication rather than from the skill point of view. Thus, it is really a parallel book to the shop book. The language arts teacher in effect becomes an assistant shop teacher who will cope with the reading problems of the shop text, while the sewing shop teacher concentrates on teaching the skills.

This course is intended for full-time vocational students who are being trained in power sewing. It was developed with the cooperation of the power-sewing teachers, and the sequence of lessons closely follows the progression of sewing skills taught in the power-sewing shop. Most of the lessons should immediately precede the indicated shop lessons, although a few, it will be noted, are review lessons.

To get the greatest benefit from this manual, there should be frequent communication between academic and vocational teachers, in order to correlate the instruction most effectively.

*Available from the Curriculum Laboratory

A NOTE ON GRAMMATICAL PRACTICES USED IN THIS BOOK

The language system used in this program is based upon the Roberts English Series, published by Harcourt Brace Jovanovich. The series uses a linguistic approach to teaching language and grammar that has been especially successful in teaching "straight" language to the deaf. In its most elementary form, the system consists of five sentence patterns which serve as the basis for all sentences written in the English language.

The following are the five kernel sentence patterns and examples of each:

(1)	**Noun (Pronoun)**	**Verb**	**(Adverb)**
Examples:	*Noun—who* The man	*Verb* works	*Adverb—where* in the factory.
	Pronoun She	*Verb* sews.	
(2)	**Noun (Pronoun)**	**Verb**	**Noun (Pronoun)**
Examples:	*Pronoun* We	*Verb* helped	*Noun—who* our friend.
	Noun—who People	*Verb* read	*Pronoun* it.
(3)	**Noun (Pronoun)**	**Linking Verb**	**Adjective**
Examples:	*Noun—what* Snow	*L.V.* is	*Adj.* white.

	Noun—who	*L.V.*	*Adj.*
	The boys	were	busy.

4. **Noun (Pronoun)** **Linking Verb** **Noun (Pronoun)**

	Noun—what	*L.V.*	*Noun—what*
Examples:	Birds	are	animals.
	Noun—who	*L.V.*	*Noun—who*
	Father	will be	the boss.

5. **Noun (Pronoun)** **Linking Verb** **Adverb**

	Noun—what	*L.V.*	*Adv.—where*
Examples:	The scissors	are	on the table.
	Noun—what	*L.V.*	*Adv.—when*
	The game	was	after school

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UNIT I – THE POWER SEWING MACHINE

Introduction to Power Sewing — Lesson 1

(To Use With Unit 1, Lesson 1)

NEW WORDS

a machine	a factory
a sewing machine	an operator
a power machine	

LANGUAGE LESSON – Nouns and verbs

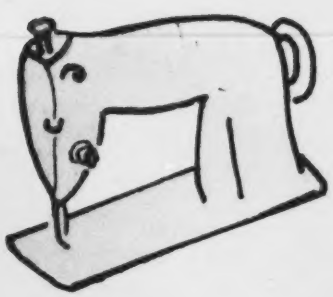
* * * * * * * * * * *

A car is a *machine.*
A typewriter is a *machine.*
A washer is a *machine.*

Write the names of two more machines.

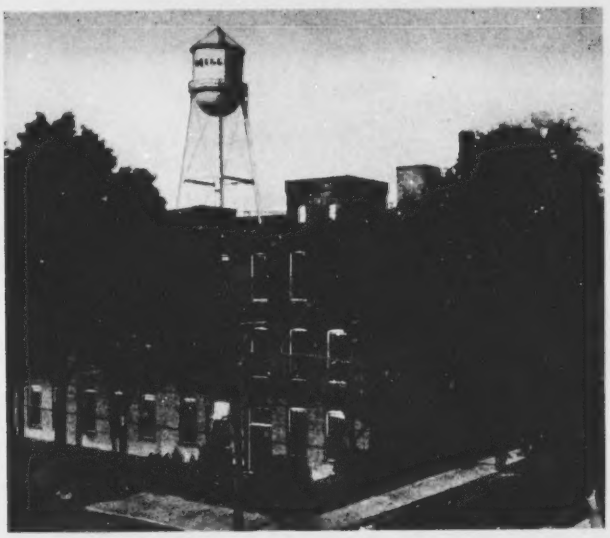
_____

_____

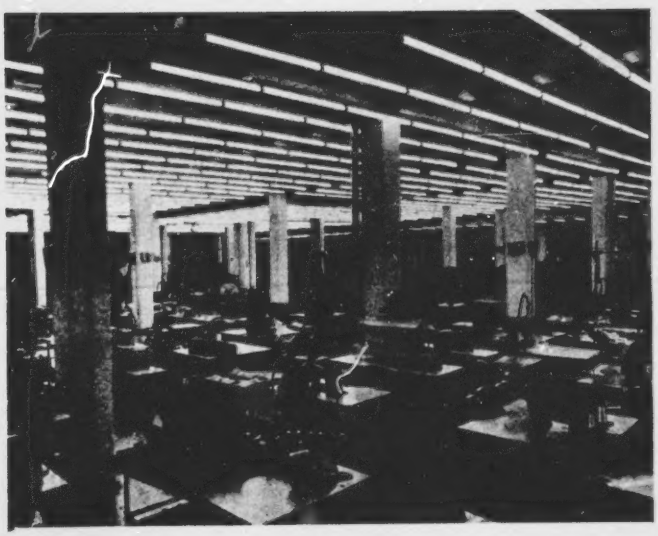


This is a sewing machine.
People use sewing machines at home.

This is a power machine.
A power machine is strong and fast.
People use power machines in factories.

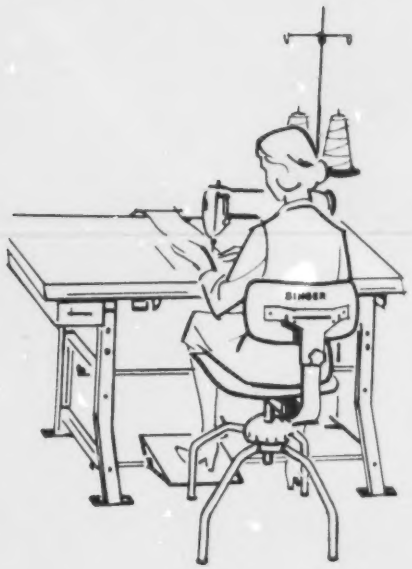


A factory is a building.
People work in a factory.
They make things in a factory.



Many machines are in a factory.
The machines help make things.

A person who works on a power machine is an operator.
An operator works in a factory.



STUDENT ACTIVITIES

A. *Directions:* Circle the nouns.
Write *who* or *what* after each noun.
Underline the verbs

a factory

an operator

a machine

to make

a power machine

factories

a person

a building

to work

people

B. *Directions:* Fill in the blanks.
Use words from the list below.

1. _____ is a person.

2. People make things in _____.

3. Cars, typewriters, and washers are _____.

4. A power machine is _____.

5. Operators _____ on power machines.

machines
a factory
string
an operator
work
strong

UNIT I – THE POWER SEWING MACHINE

Learning About the Power Machine — Lesson 2

(To Use With Unit I, Lesson 2)

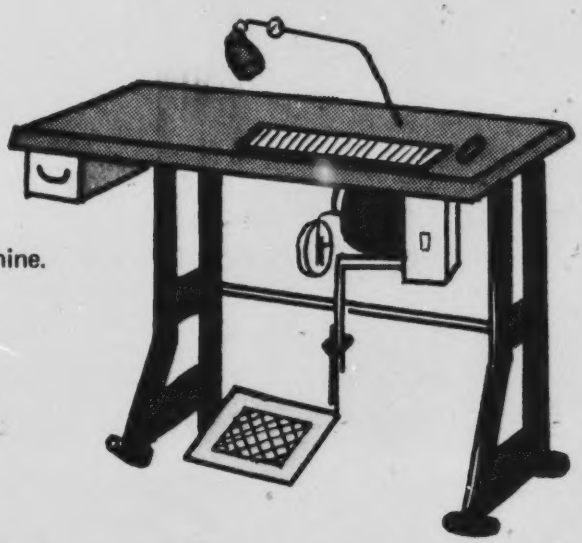
NEW WORDS

a table	a machine head
a bin	a drawer
a switch	a treadle
a motor	a kneelift
a thread stand	to step
to start	to stop

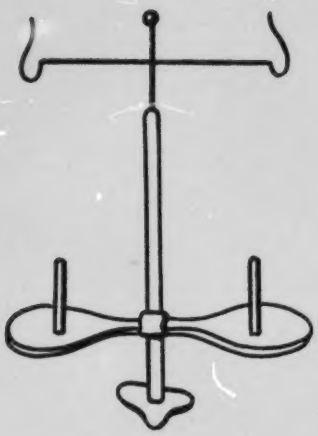
LANGUAGE LESSON – *Where* phrases

This is a machine table.
The machine head is on top of the table.

Many machines have bins.
The operator puts her finished work in the bin.

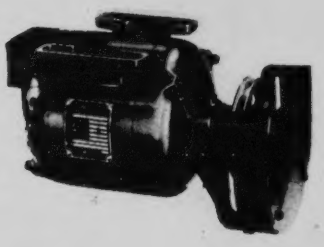


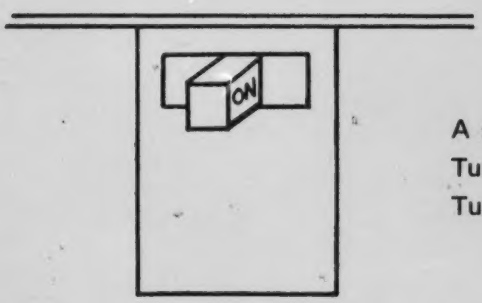
A drawer is on the left side of the machine.
Keep your tools in the drawer.



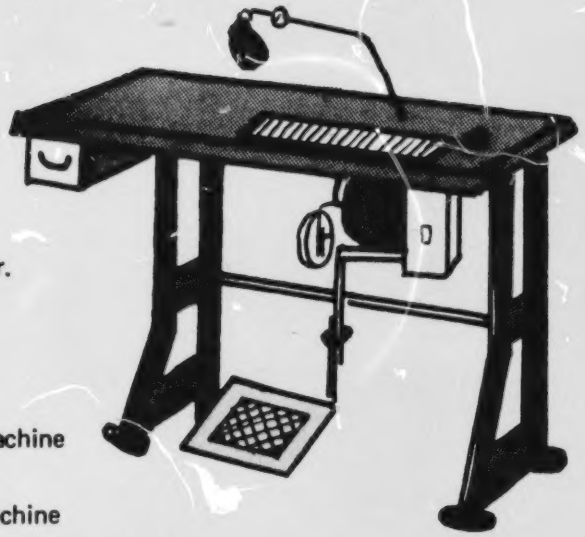
The thread stand is in the back of the machine.
The operator puts thread on the thread stand.

The motor is under the table.
The motor gives the machine power to work.





A switch turns the machine on and off.
Turn the machine ON to sew.
Turn the machine OFF when you are finished.

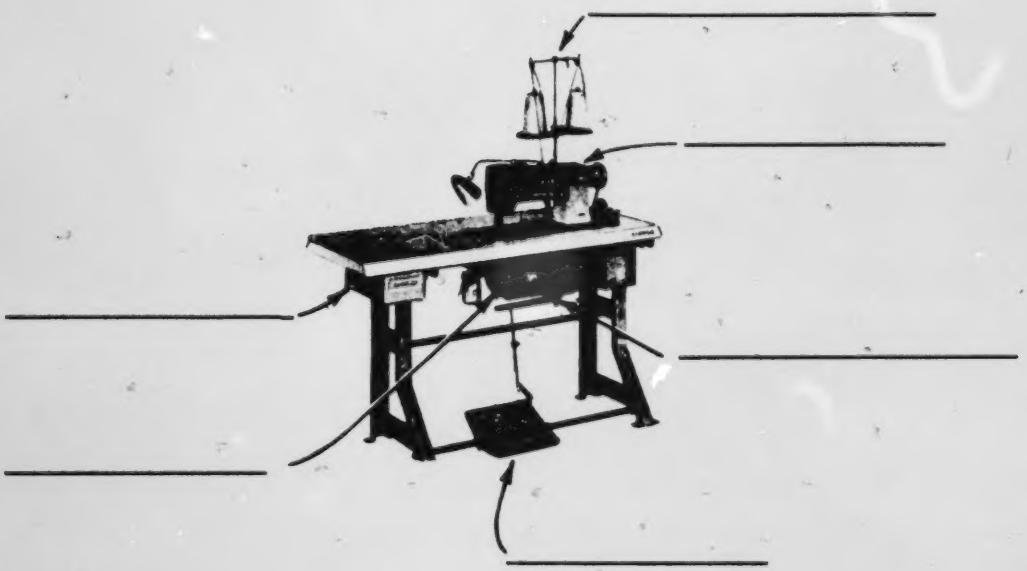


The kneelift hangs under the table.
You will learn about the kneelift later.

The foot treadle is on the floor.
When you step on the treadle, the machine starts.
When you take your foot off, the machine stops.

STUDENT ACTIVITIES

A. *Directions:* Label the parts of a power machine.



B. *Directions:* Underline the *where* phrases.
Draw a picture for each sentence.

1. Finished work is in the bin.

2. The foot treadle is on the floor.

3. The motor is under the table.

4. A drawer is on the left side of the machine.

5. Tools are in the drawer.

6. Thread is on the thread stand.

UNIT I – THE POWER SEWING MACHINE

Safety Rules (1) Lesson 3

(To Use With Unit I, Lessons 3 and 4)

NEW WORDS

safety rules	scissors
dull	a tool
sharp	a needle
to use	a screwdriver

LANGUAGE LESSON – Tools that are *sharp* and *dull.*

* * * * * * * * * * *

A hammer is a tool.
A saw is a tool.
Write the names of two more tools.

_____

_____

An operator uses tools.
Operators use scissors, needles, and screwdrivers.

Some tools are sharp.
Some tools are dull.
Sharp scissors cut well.
Dull scissors do not cut well.

Draw a sharp tool.
Write the name of that tool.

_____

Draw a dull tool.
Write the name of that tool.

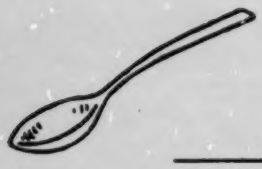
_____

STUDENT ACTIVITIES

A. *Directions:* Read the list of words on the left.
Underline the *tools.*
Make a list of the tools on the right.

	TOOLS
a hammer	_____
an operator	
a chair	_____
a needle	
a saw	_____
a factory	
scissors	_____
a drawer	
a screwdriver	_____

B. *Directions:* Write *sharp* or *dull* under each picture.



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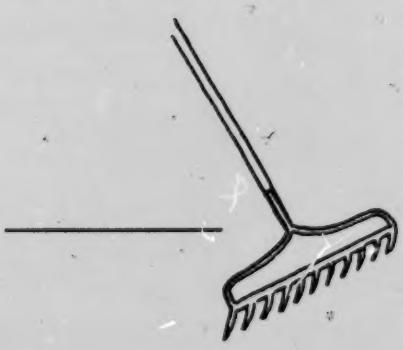

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_____

_____

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UNIT I – THE POWER SEWING MACHINE

Safety Rules (2) Lesson 4

(To Use With Unit I, Lessons 3 and 4)

NEW WORDS

an accident	dangerous
careful	to touch
careless	to point
a finger guard	a bobbin
safe	

LANGUAGE LESSON – *Safe* and *dangerous* work habits.

* * * * * * * * * * * * *

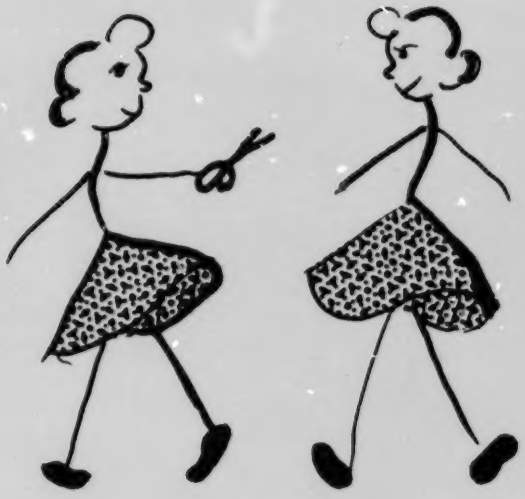
Be *careful.*

Don't be *careless.*
Careless people cause accidents.

Be careful with tools.
Tools can be dangerous

Scissors should be sharp.
Scissors can be dangerous.

Do not point scissors at a person.
That is dangerous.



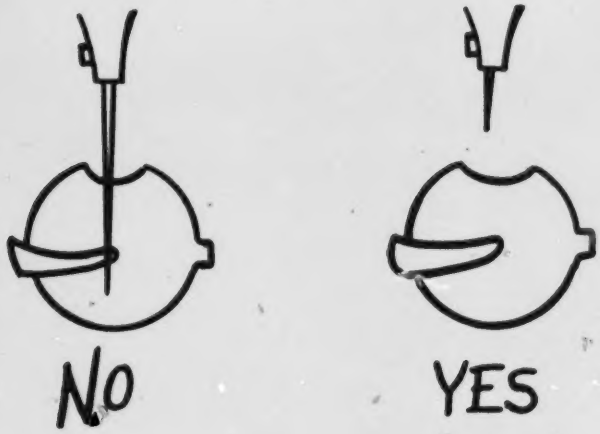
Hold the points of the scissors. Give the scissors to a person.
That is safe.

Do not run with scissors.
Close the scissors when you walk with them.

Power machines are dangerous.
Work on machines that you know.
Do not work on machines that you don't know.

Turn off the motor to oil the machine.
Turn off the motor to change a needle.

Turn off the motor to change the bobbin.
The needle should be up.
The needle should not be down.



Always use a finger guard.
Be careful.
Keep your fingers away from the needle.
Keep your eyes on your work.

STUDENT ACTIVITIES

A. *Directions:* Write *safe* or *dangerous* in each blank.

1. Running with scissors is _____.
2. Using a finger guard is _____.
3. Changing a needle with the motor on is _____.
4. Pointing scissors away from people is _____.
5. Changing a bobbin with the needle down is _____.
6. Oiling the machine with the motor off is _____.

B. *Directions:* Write "The machine should be on", or "The machine should be off" on each line.

1. The operator is sewing. _____
2. To oil the machine, _____
3. To change a needle, _____
4. To start the machine, _____
5. To change a bobbin, _____
6. The operator is finished working. _____
7. To give the machine power, _____
8. To stop the power machine, _____

UNIT I – THE POWER SEWING MACHINE

Care of the Machine — Lesson 5

(To Use With Unit I, Lessons 5 and 6)

NEW WORDS

to take care of	thread
a part	a bobbin case
a machine belt	a throat plate
loose	a wheel
responsible	tight

LANGUAGE LESSON – *When* phrases

* * * * * * * * * * * * *

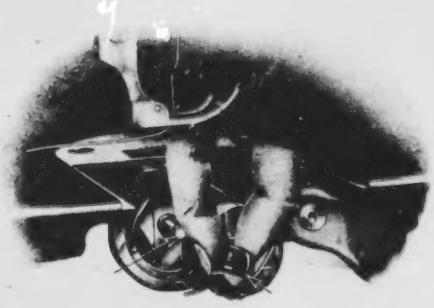
Power machines cost much money.
Take care of your machine.
You are responsible for your machine.

Clean your machine every day.
All parts of the machine must be clean.
A clean machine works well.
A dirty machine does not work well.

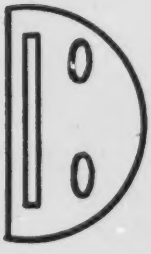
Old parts in a machine are no good.
A machine does not work well with old parts.
Turn off the motor.
Take out the old part.
Put in the new part.
The new part must be the same as the old part.

Be sure to use the right thread.
The wrong kind of thread will break.

Be sure the machine belt is tight.
The belt should not be loose.
A loose belt turns the wheel slowly.



Keep your machine well oiled all the time.
Clean the machine before you oil it.
Clean the bobbin case.



Take off the throat plate.
Clean under the throat plate.

STUDENT ACTIVITIES

A. *Directions:* Underline the *when* phrases.

1. Clean your machine every day.
2. Keep your machine well oiled all the time.
3. Turn off the motor before cleaning.
4. Clean the machine before oiling.
5. Put in the new part after you take out the old part.

B. *Directions:* Number the sentences in the right order.

1. Oil the machine. ◯
   Clean the machine. ◯
2. Take out the old part. ◯
   Put in the new part. ◯
3. Clean the bobbin case. ◯
   Take out the bobbin. ◯
4. Turn off the motor. ◯
   Clean the machine. ◯
5. Clean under the throat plate. ◯
   Take off the throat plate. ◯

UNIT I – THE POWER SEWING MACHINE

Oiling the Machine — Lesson 6

(To Use With Unit 1, Lessons 7 and 8)

NEW WORDS

dry	a manual
a self-oiling machine	an oil can
a gauge	a work area

LANGUAGE LESSON – Sentences with *not*.

* * * * * * * * * * * *

Be sure to oil your machine.
A dry machine does not work well.
Use an oil can to oil most machines.

An operator's manual is a book
The manual helps the operator.
The manual will tell you what oil to use.
The manual will tell you where to oil the machine.

Some machines are self-oiling machines.
Do not oil self-oiling machines every day.

Look at the oil gauge on the machine.
The gauge shows how much oil is in the machine.
You can see if the machine has enough oil.

Your work area is the place where you work.
Keep your work area clean.
A dirty work area will make your work dirty.
Clean your work area after oiling.

STUDENT ACTIVITIES

A. **Directions:** Fill in the blanks.
Use words from the list below.

1. A _____ machine does not work well.
2. A _____ is a book.
3. A _____ shows how much oil is in your machine.
4. Keep your work area _____.
5. _____ machines should not be oiled every day.

manual
clean
self-oiling
dirty
garage
gauge

B. *Directions:* These sentences are wrong. Change the words in each sentence to make it right.

1. Use an oil car to oil your machine.
2. A self-oiling machine should be oiled every day.
3. A work area should be dirty.
4. An operator plays at her work area.
5. An oiled machine does not work well.

UNIT I – THE POWER SEWING MACHINE

Good Work Habits — Lesson 7

(To Use With Unit I, Lesson 9)

NEW WORDS

a habit	might
a rag	neat
a boss	to fold

LANGUAGE LESSON – Sentences in pattern #1

* * * * * * * * * * * *

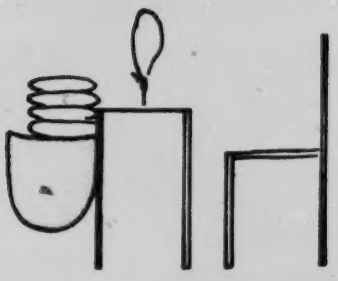
A good operator has good work *habits.*
A boss likes good work habits.

Keep your work area clean
A *boss* likes a clean work area.
A boss does not like a dirty work area.

Do not eat at your work area.
Your work might get dirty.

Keep your machine clean.
Clean your machine after you oil it.
Sew on some rags after you oil the machine.
This will clean your machine.

Keep your work area neat.
Turn off your machine when you finish.
Fold your work.
Put your chair under the table.
Clean off the table.



STUDENT ACTIVITIES

A. *Directions:* Write *adverb-when* or *adverb-where* on each line.

1. under the table _____
2. at your work area _____
3. after you oil it _____
4. before you work _____
5. on your machine _____
6. when you finish _____
7. near your work area _____
8. in the bobbin _____

B. *Directions:* Pattern these sentences.

Example:

Noun—what	*Verb*	*Adverb—when*	
Thread	breaks	sometimes.	(1)

1. Operators work in a factory.

2. A boss watches.

3. An operator sews all day.

4. The wheel moves on the machine.

5. Some operators work on Saturday.

C. *Directions:* Write "My boss will like my work", or "My boss will *not* like my work".

1. I oil my machine carefully.

_____

2. My work area is neat.

_____

3. My work is dirty.

_____

4. I eat at my work area.

_____

5. I leave my machine on when I am finished.

_____

6. I clean the bobbin case.

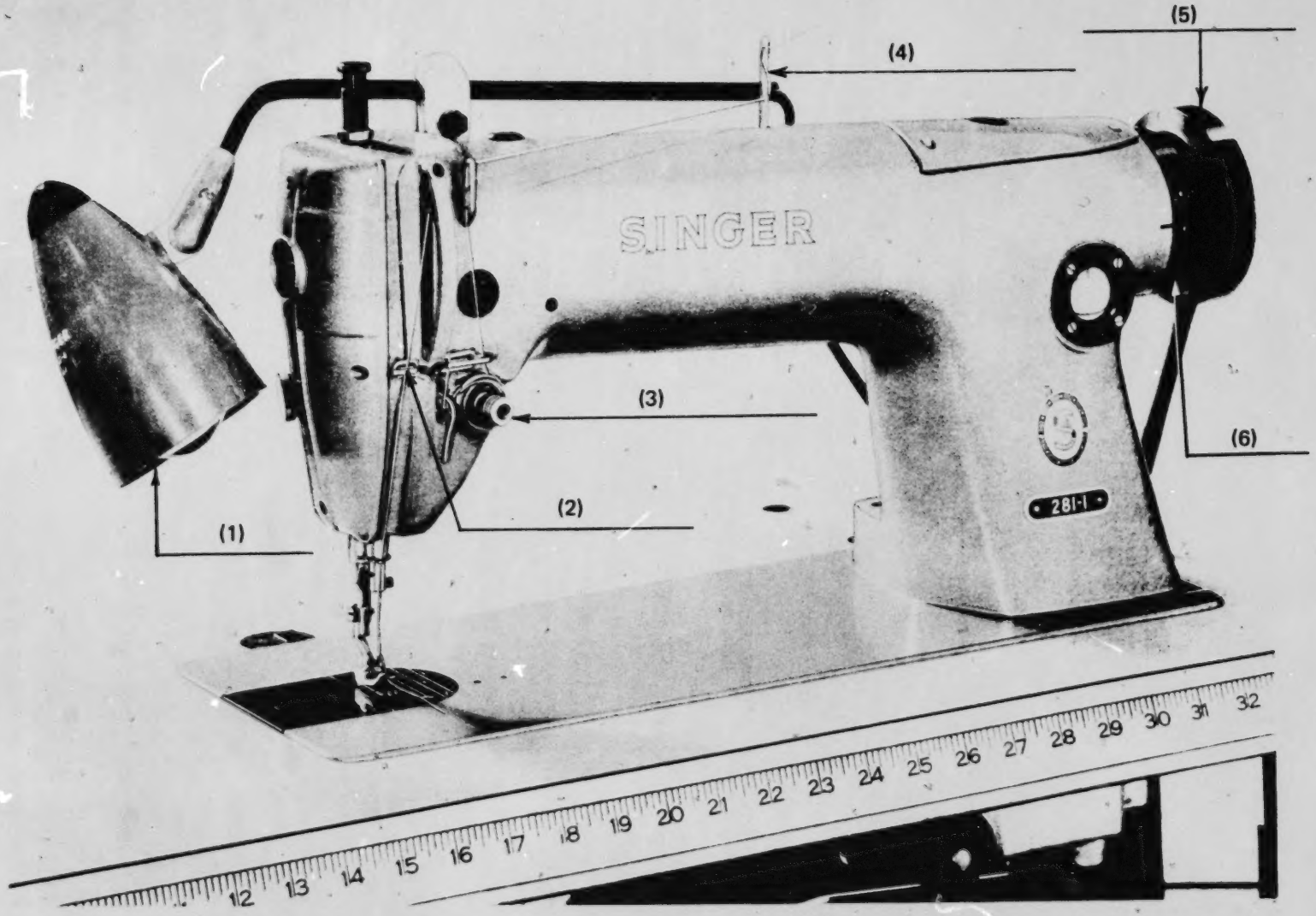
_____

7. I use the wrong thread.

_____

8. I do not take care of my machine.

_____


(1)
(2)
(3)
(4)
(5)
(6)
SINGER
281-1
12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

The Lockstitch Machine — Lesson 1

(Review of Unit II, Lessons 1, 2, and 3)

Words I Learned in Power Sewing Class

a lockstitch machine	a throat plate
a thread guide	a single-needle machine
a presser foot	a multi-needle machine
a stitch changer	a balance wheel
a tension assembly	a thumbscrew
a zipper foot	a feed dog
a light	a presser-bar lifter

LANGUAGE LESSON – Vocabulary review

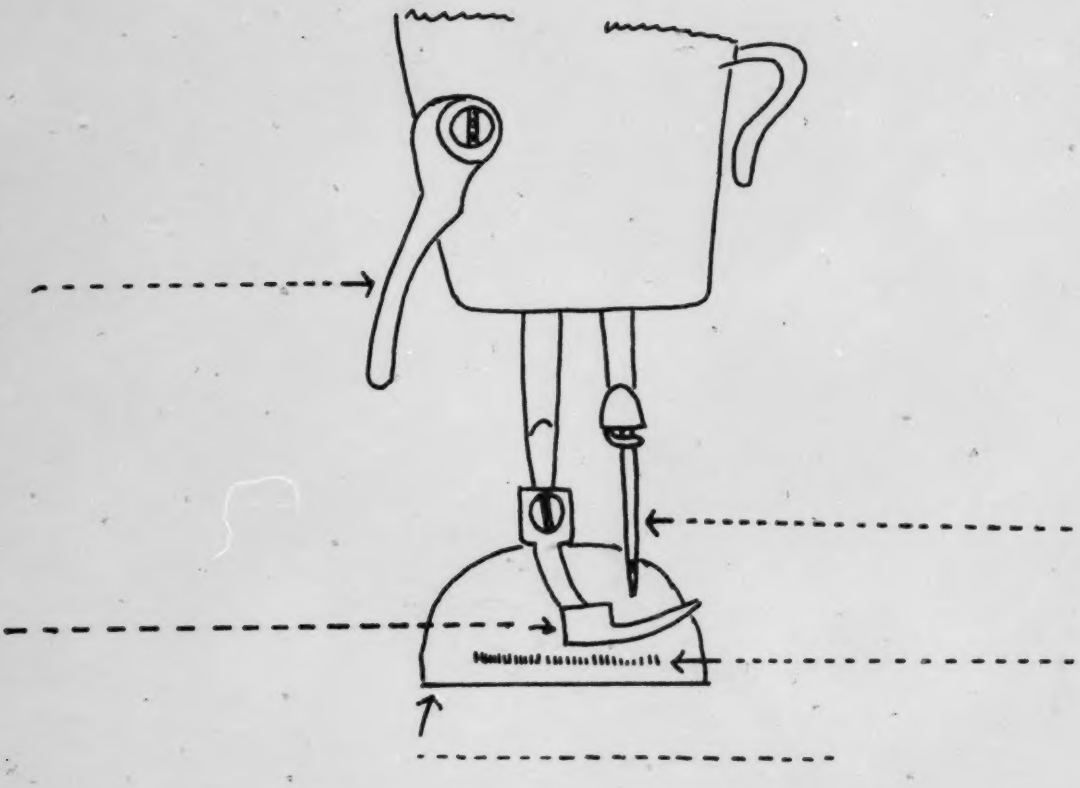
* * * * * * * * * * * * *

STUDENT ACTIVITIES

A. *Directions:* Look at the list of words above. Use the list to help you name six parts of the sewing machine on page 26.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

B. *Directions:* Name the parts on this machine. Use the list of words to help you.



C. *Directions:* Fill in the blanks. Use words from the list of machine parts.

1. The _____ holds the cloth in the right place.

2. Use _____ to sew on a zipper.

3. The _____ changes the stitch.

4. The _____ is a machine with two needles.

5. The _____ makes the presser foot go up and down.

6. Thread goes through _____ to keep the thread in the right place.

7. The _____ turns and makes the needle go up and down.

8. A _____ shines and helps us to see our work better.

Tools

Lesson 2

(To Use With Unit II, Lesson 4)

NEW WORDS

nippers	material
tweezers	useful
a brush	a threading wire

LANGUAGE LESSON – Sentences in pattern #2

* * * * * * * * * * * * *

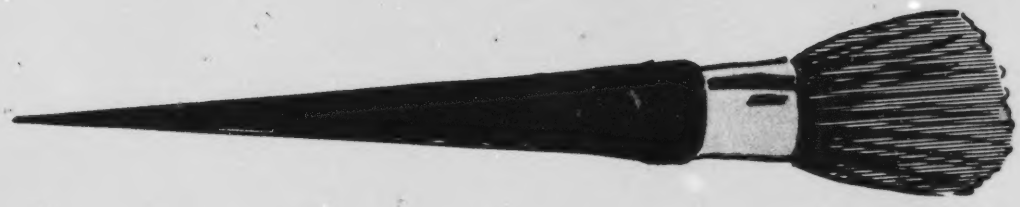
An operator cuts material.
An operator uses scissors.
An operator cuts material with scissors.

An operator cuts thread.
An operator uses nippers.
An operator cuts thread with nippers.

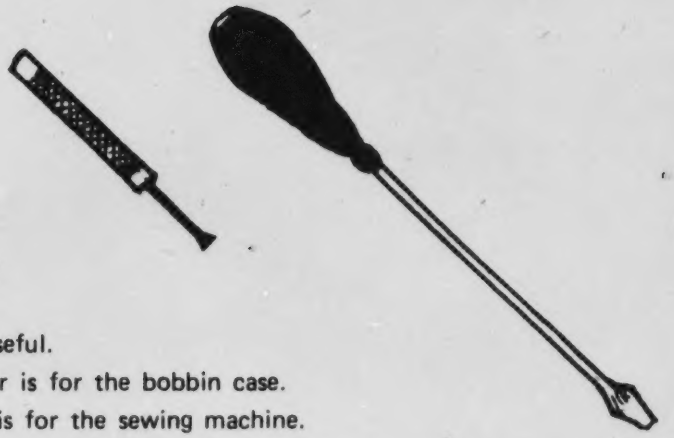
Scissors are useful.
Scissors cut material.

Nippers are useful.
Nippers cut thread.

Keep your nippers on your machine.
Nippers cut fast.
Nippers save time.



A brush is useful.
An operator uses a brush.
An operator cleans the machine.
A brush helps clean the machine.
An operator cleans the machine with a brush.

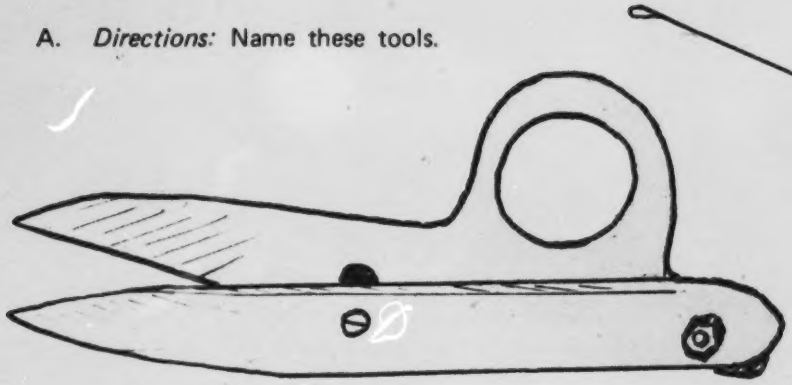


A screwdriver is useful.
A small screwdriver is for the bobbin case.
A big screwdriver is for the sewing machine.

Tweezers help thread a machine.
A threading wire helps thread a machine.
Tweezers and a threading wire are useful.

STUDENT ACTIVITIES

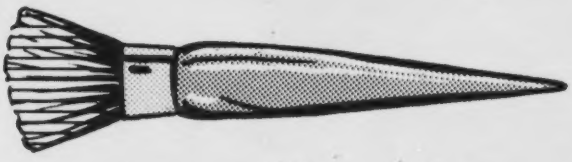
A. *Directions:* Name these tools.



_____

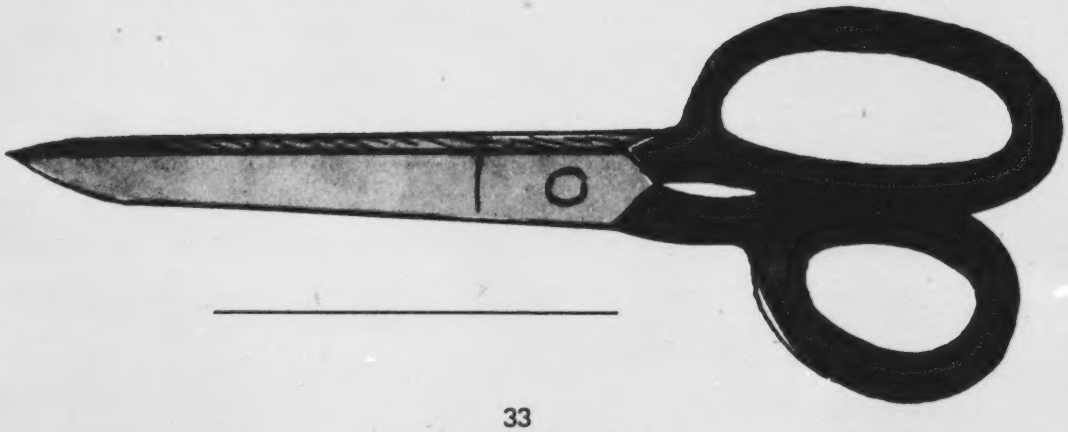
_____

_____



_____

_____



_____

B. *Directions:* Write a number on each line.

_____ a screwdriver	1. cut material
_____ a brush	2. help thread a machine
_____ tweezers	3. cut thread
_____ scissors	4. helps fix a machine
_____ nippers	5. cleans a machine

C. *Directions:* Pattern these sentences.

Example:

Noun—who	*Verb*	*Noun—what*	
A worker	cleans	her machine.	(2)

1. An operator cuts thread.

2. A brush cleans the machine.

3. Nippers cut.

4. An operator uses scissors.

5. A screwdriver fixes a sewing machine.

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

Thread That Breaks — Lesson 3

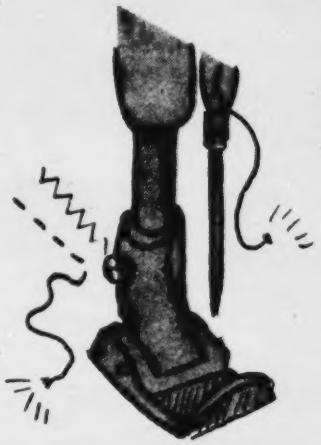
(To Use With Unit II, Lesson 5)

NEW WORDS

to break	to check
a tension disk	maybe
to catch	yourself
to call	

LANGUAGE LESSON – Verbs: present, past, future

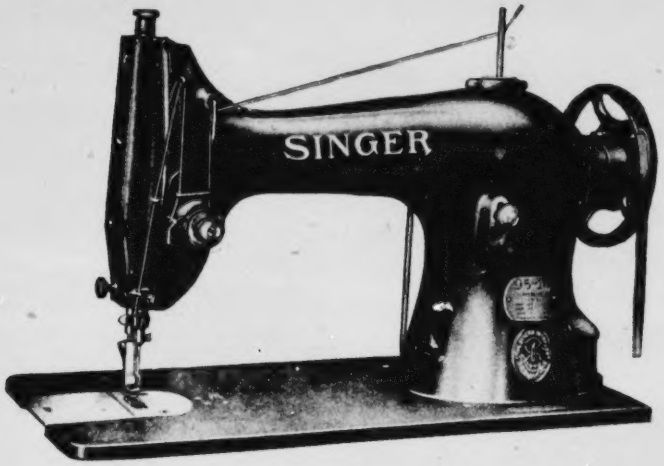
* * * * * * * * * * * * *



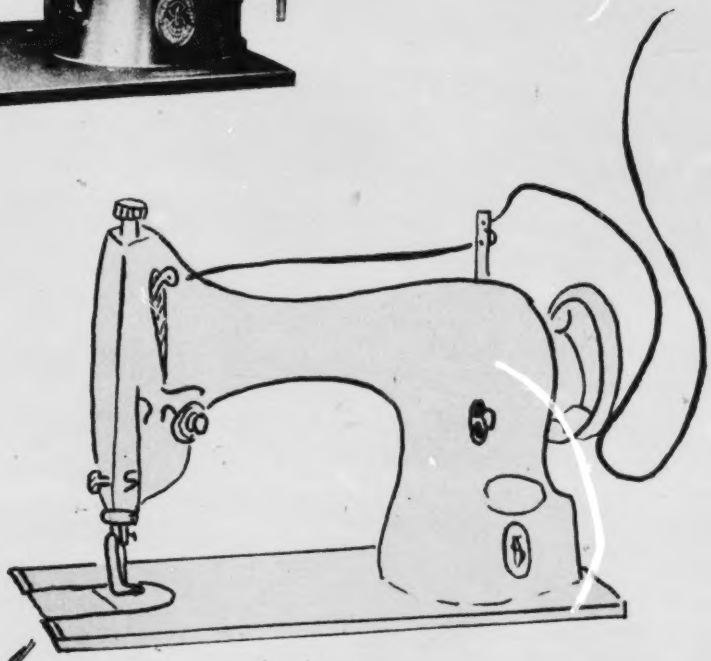
Be careful!
The thread in your machine might *break.*

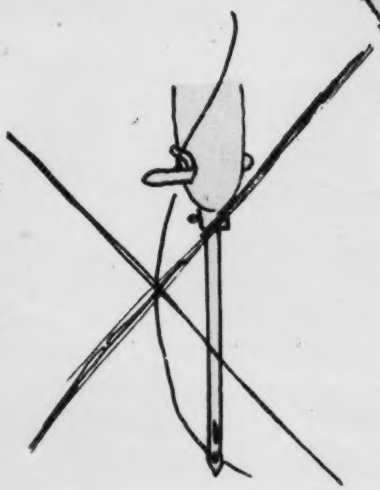
Do not call your teacher.
Do not call your boss.
Know how to *help yourself.*

Maybe the machine is threaded wrong.



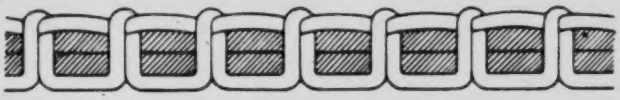
Maybe the thread is caught.





Maybe the needle is not right.

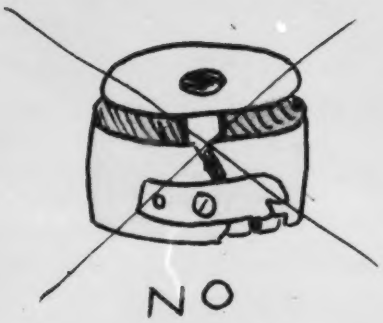
Maybe the tension is too tight.



TOO TIGHT

Maybe the tension is too loose.

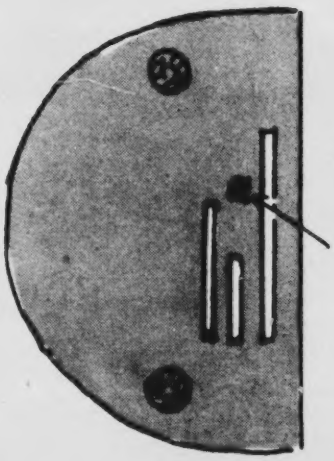
TOO LOOSE



NO

Maybe the bobbin is threaded wrong.

Maybe the throat plate is not right.



Check your machine yourself.

Check these things:

- the thread
- the needle
- the tension
- the bobbin
- the throat plate

STUDENT ACTIVITIES

A. *Directions:* Underline the verbs twice.

bobbin

break

tension

catch

broke

needle

check

feed dog

caught

machine

checked

called

tweezers

cut

cleaned

will call

fixes

will use

B. *Directions:* Write these verbs in the right list on the chart below.

checked	checks
cut	caught
will break	will catch
threaded	helps
calls	fixed
cleaned	used
broke	touched
uses	will point
stepped	start

PAST	PRESENT	FUTURE

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

Starting and Stopping the Machine — Lesson 4

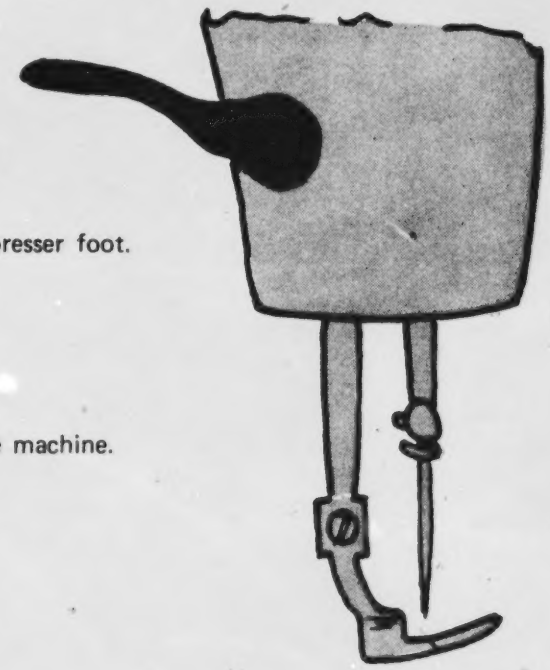
(To Use With Unit II, Lessons 6 and 7)

NEW WORDS

to lift	speed
a brake	the treadle
by hand	to practice
	an accelerator

LANGUAGE LESSON – Stopping and starting the machine

* * * * * * * * * * * * *

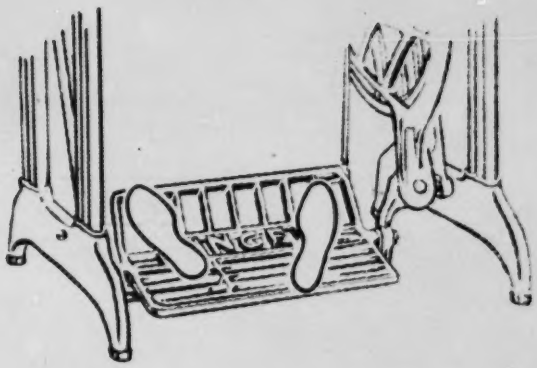


Lift the presser foot.
Put your material under the presser foot.

Lift the presser foot.
Take your material out of the machine.

You can lift the presser-bar lifter by hand.
You can lift the presser-bar lifter with the kneelift.
Using the kneelift is fast.
Lifting the presser-bar lifter by hand is slower.

The treadle starts the machine..
The treadle stops the machine.



The accelerator is on the treadle.
The accelerator makes the machine go fast.
Your right foot goes on the accelerator.

The brake is on the treadle.
The brake stops the machine.
Your left foot goes on the brake.

Practice starting and stopping your machine.

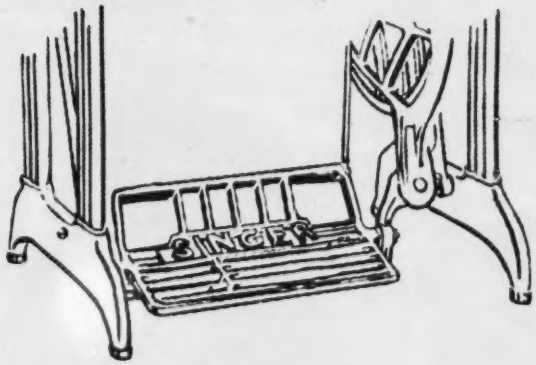
STUDENT ACTIVITIES

A. *Directions:* Write "to start the machine" or "to stop the machine" on each line.

1. Step on the brake _____
2. Use your left foot on the treadle _____
3. Step on the accelerator _____
4. Use your right foot on the treadle _____
5. Turn on the motor _____
6. Turn off the motor _____

B. *Directions:* Name these parts of the machine.

_____



_____

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

Stitching Lines — Lesson 5

(To Use With Unit II, Lesson 8)

NEW WORDS

a line	a seam
straight	to join
a curve	(curved)
a circle	(circular)
a corner	crooked

LANGUAGE LESSON – Adjectives

* * * * * * * * * * * *

This is a straight line.

This is a straight line.

This is a straight line, too.

This is a circle.

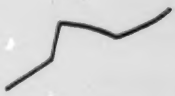
This line is circular.

This is a curve.

This line is curved.

This is a crooked line.

This is a crooked line, too.



Draw a curved line in the box.

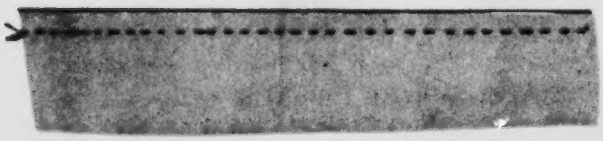
Draw a straight line in the box.

Draw a crooked line in the box.

Draw a circular line in the box.

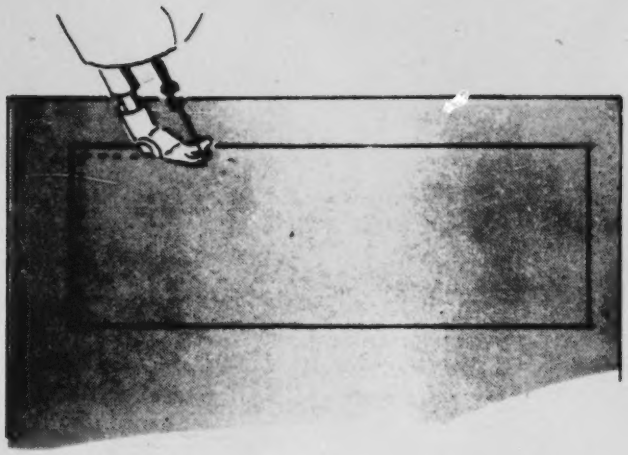
Draw a box with four corners.

A seam *joins* two pieces of material.



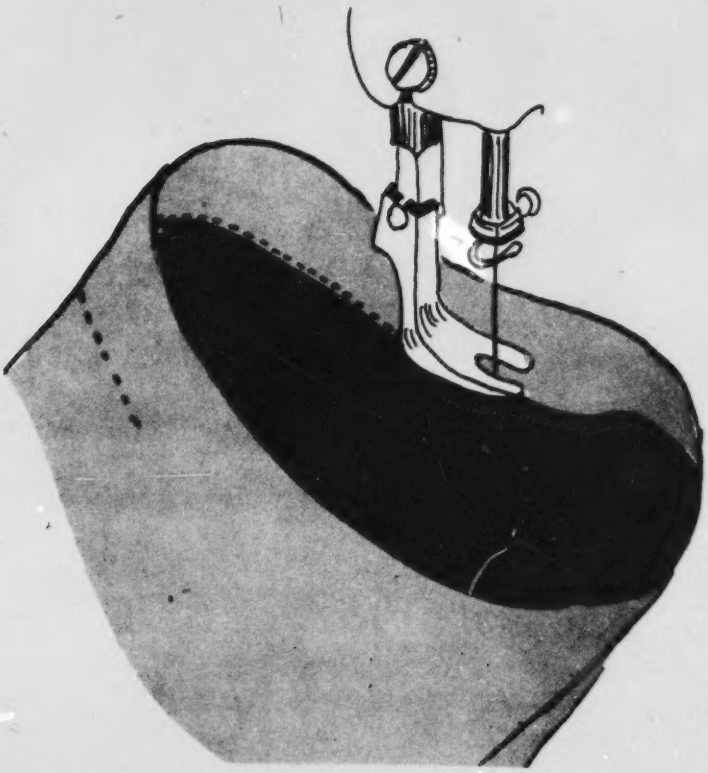
Many seams are straight.

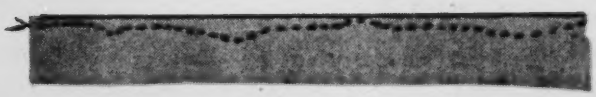
Some seams are curved.



Some seams make corners.

Some seams are circular.





Crooked seams are no good.

STUDENT ACTIVITIES

A. *Directions:* Write *curved, straight, circular, crooked,* or *corner* near each picture.

1. _____

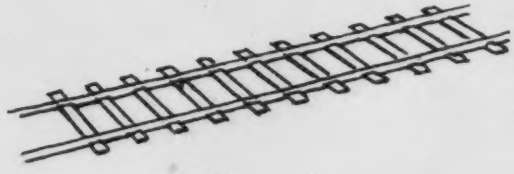
2. _____

3. _____

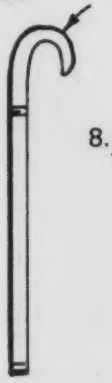
4. _____

5. _____

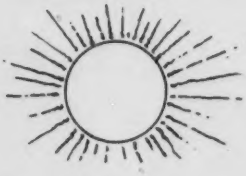
6. _____



7. _____



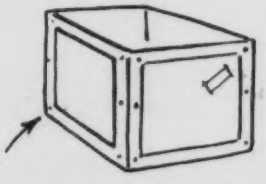
8. _____



9. _____

10. _____

11. _____



12. _____

B. *Directions:* Draw a picture for each sentence.

1. A blanket has straight seams.

2. A hat has a circular seam.

3. A dress has a curved seam.

4. A handkerchief has four corner seams.

C. *Directions:* Write "noun", "verb", or "adjective" next to each word. Make a ⊓ under each adjective.

wheel	_____	dangerous	_____
dull	_____	accelerator	_____
line	_____	treadle	_____
curved	_____	straight	_____
sharp	_____	tight	_____
fold	_____	touch	_____
safe	_____	neat	_____
check	_____	point	_____
brake	_____	dry	_____
		loose	_____

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

The Bobbin, The Needle, and The Thread — Lesson 6

(To Use With Unit II, Lessons 9, 10, and 11)

NEW WORDS

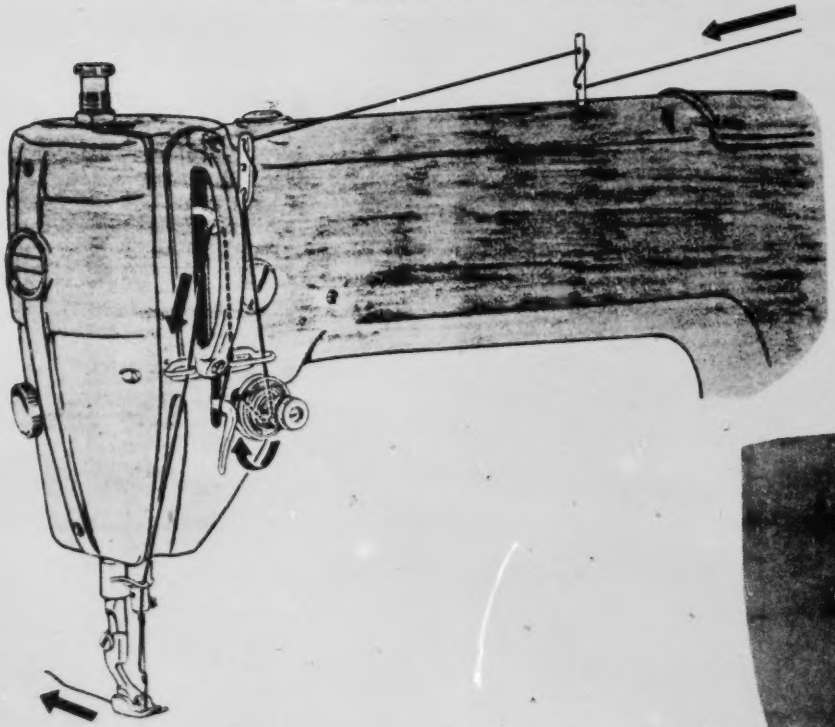
to wind	to change
right	left
	through

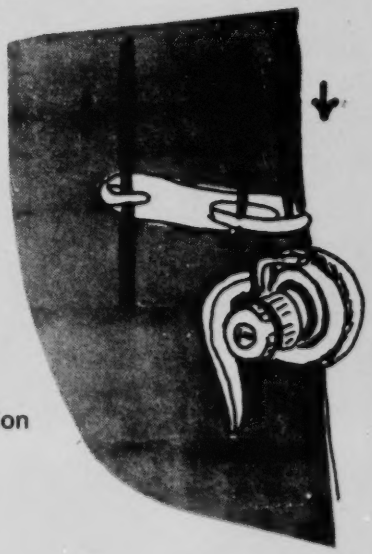
LANGUAGE LESSON – More *where* words

* * * * * * * * * * * * *

Learn to thread your machine.

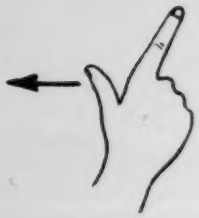
The thread goes *through* all the thread guides.





The thread goes through the tension assembly.

Every lockstitch machine has a bobbin.

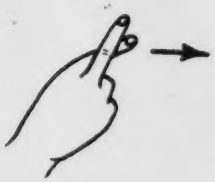


The bobbin is on the *left* of the machine.

The bobbin is in the bobbin case.

A bobbin must have thread.
When the bobbin thread is finished, you will need more thread.

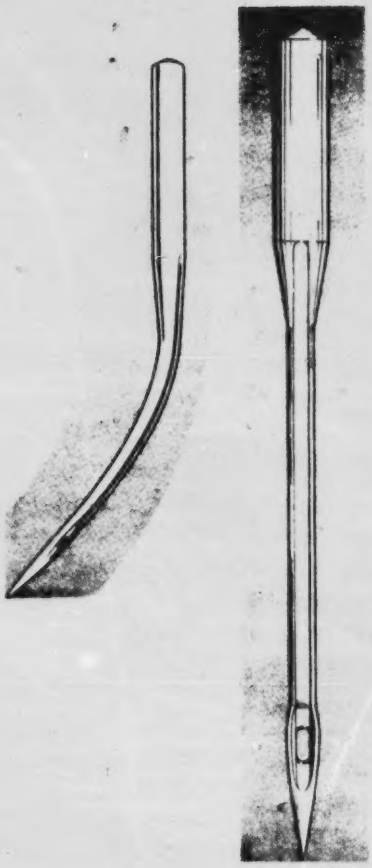
Wind more thread around the bobbin.
Use the bobbin winder.



The bobbin winder is on the *right* of the machine.

Every machine has a needle.
The needle must be perfect.
Some needles are straight.
Some needles are curved.

A dull needle is no good.
A broken needle is no good.
Change a needle that is no good.



STUDENT ACTIVITIES

A. *Directions:* Underline the *where* phrases. Write Adverb—where.

Example:

Adverb—where

The thread is around the bobbin.

1. The bobbin is in the bobbin case.
2. The bobbin winder is on the right.
3. Thread goes through the tension assembly.
4. The bobbin is on the left.
5. The needle is in the machine.

B. *Directions:* Write *true* or *false* after each sentence.

1. A lockstitch machine does not have a bobbin. _____
2. A dull needle is no good. _____
3. The bobbin winder is on the left. _____
4. The bobbin case is in the bobbin. _____
5. Some needles are curved. _____
6. A bobbin winder puts more thread on the bobbin. _____

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

Tension — Lesson 7

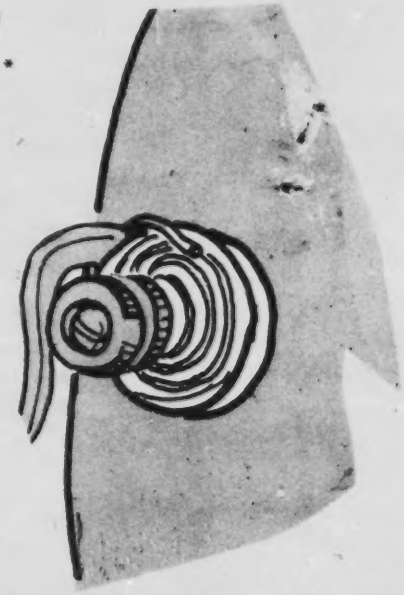
(To Use With Unit II, Lesson 12)

NEW WORDS

a stitch	a loop
wrong	bottom
	top

LANGUAGE LESSON – Words with opposite meanings

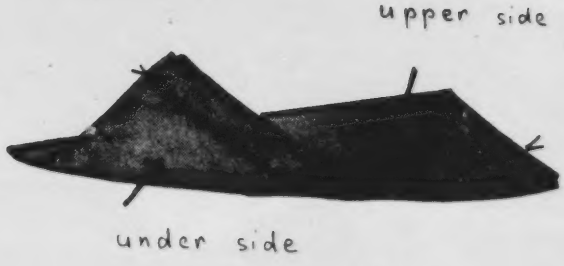
* * * * * * * * * * * *

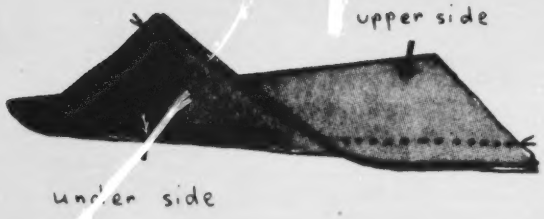


The tension can make stitches tight.
The tension can make stitches loose.
The tension must be right.

Check the tension of your machine.
Tight tension makes the thread break.

Loose tension makes loops on the bottom stitches.





The right tension makes the seam the same on both sides.

The *wrong* tension makes a bad seam.
Change the tension if it is wrong.

Change tension that is loose.
Make the tension tighter.
Turn the tension assembly to the right.

Change tension that is tight.
Make the tension looser.
Turn the tension assembly to the left.

STUDENT ACTIVITIES

A. *Directions:* Write the right letter in each blank. Then rewrite the sentences on the blank lines below.

1.	If the tension is too tight, _____	A.	the tension is right.
2.	If the tension is too loose, _____	B.	if the tension is too tight.
3.	If the seam is the same on both sides, _____	C.	turn the tension to the left.
4.	If the bottom stitches have loops, _____	D.	makes a bad seam.
5.	The thread will break _____	E.	turn the tension to the right.
6.	The wrong tension _____	F.	the tension is too loose.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

5. _____

_____

6. _____

_____

B. *Directions:* Circle the words with opposite meanings.

1. right (join, wrong, write)
2. careful (carless, careless, start)
3. tight (light, lose, loose)
4. sharp (point, dull, tool)
5. stop (sharp, rest, start)
6. neat (dirty, clean, useful)
7. straight (line, crooked, check)
8. left (middle, write, right)
9. top (bottom, above, over)
10. dangerous (careful, soft, safe)

UNIT II – THE SINGLE-NEEDLE LOCKSTITCH MACHINE

Stitch Length — Lesson 8

(To Use With Unit II, Lesson 13)

NEW WORDS

a size
long (longer, longest)
short (shorter, shortest)
big (bigger, biggest)
small (smaller, smallest)

LANGUAGE LESSON – Comparing sizes

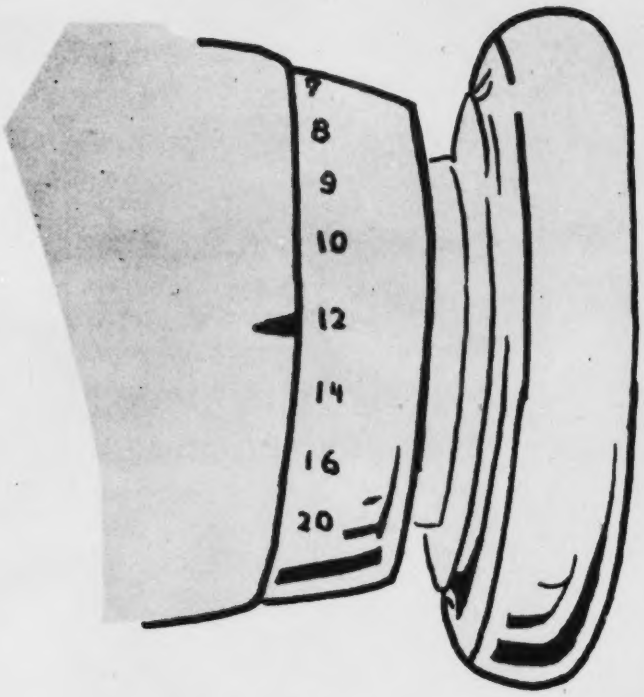
* * * * * * * * * * * *

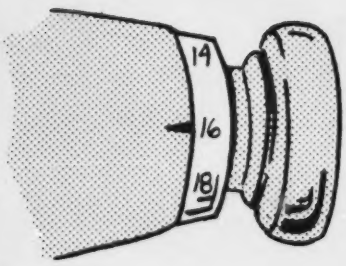
Stitches can be *short.*

Stitches can be *long.*

A thumbscrew changes the stitch size.
Push the thumbscrew up to make the stitch shorter.
Push the thumbscrew down to make the stitch longer.

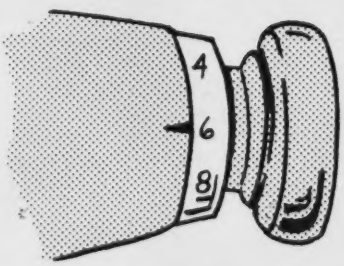
The balance wheel changes the stitch on some machines. Turn the balance wheel to change the stitch.





A big number means a long stitch.

A small number means a short stitch.



Use tight tension with a short stitch.
Use loose tension with a long stitch.

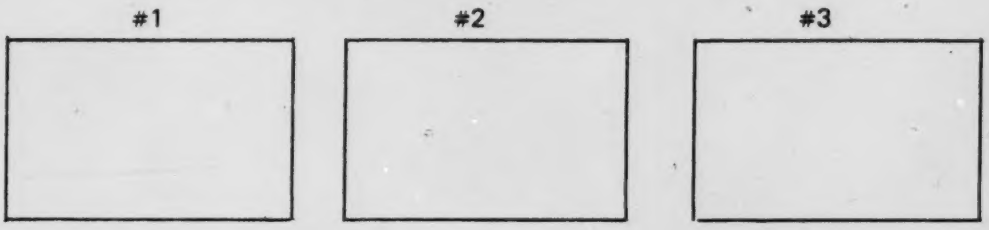
STUDENT ACTIVITIES

A. *Directions:* Underline the right word.

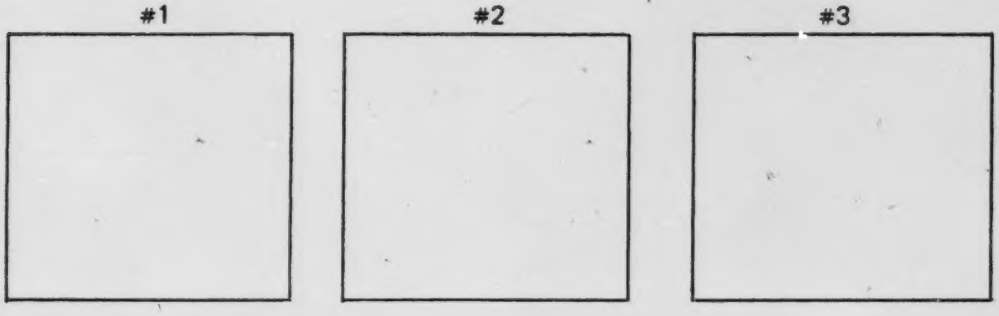
1. Pushing the thumbscrew down makes the stitch (longer, shorter, the same).
2. A big number on the balance wheel makes the stitch (long, short).
3. Pushing the thumbscrew up makes the stitch (longer, shorter, the same).
4. Long stitches need tension that is (tight, loose).
5. A small number on the balance wheel makes the stitch (long, short).
6. Short stitches need tension that is (tight, loose).

B. *Directions:* Draw a picture in each box.

1. Draw a long stitch in box #1.
2. Draw a longer stitch in box #2.
3. Draw the longest stitch in box #3.



4. Draw a small dress in box #3.
5. Draw a smaller dress in box #2.
6. Draw the smallest dress in box #1.



7. Draw a seam with short stitches in box #1.
8. Draw a seam with shorter stitches in box #3.
9. Draw a seam with the shortest stitches in box #2.

#1 #2 #3

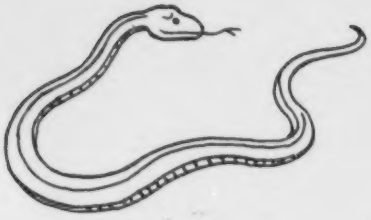
C. *Directions:* Look at the pictures. Write the right word under each picture.

old
older
oldest

_____ _____ _____

long
longer
longest

_____



_____

_____

small
smaller
smallest

_____

_____

_____

high
higher
highest

_____

_____

_____

UNIT III – PRIMARY SEWING OPERATIONS

Clothing — Lesson 1

(To Use Before Unit III)

NEW WORDS

a shirt	pants
a sleeve	slacks
a collar	a skirt
a cuff	a pleat
back	overalls
front	a waistband
a blouse	a pocket
a jacket	

LANGUAGE LESSON – Vocabulary review

* * * * * * * * * * * *

You learned some of these words in sewing class.

Some of these words are new.

STUDENT ACTIVITIES

A. *Directions:* Draw a picture for each word. Your power-sewing notebook should help you.

a skirt

a collar

overalls

slacks

a pocket

a pleat

a shirt

the front of a blouse

a sleeve

the back of a jacket

a jacket

pants

B. *Directions:* Name each picture.
Then write the words in the puzzle on page 64.

DOWN

1. S L ____

3. This is the F R ___ of the jacket.

5. P ___ S

7. __ L L __

9. S L ___ S

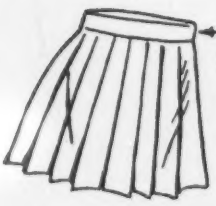
ACROSS

2. B L ____

3. O _____ S

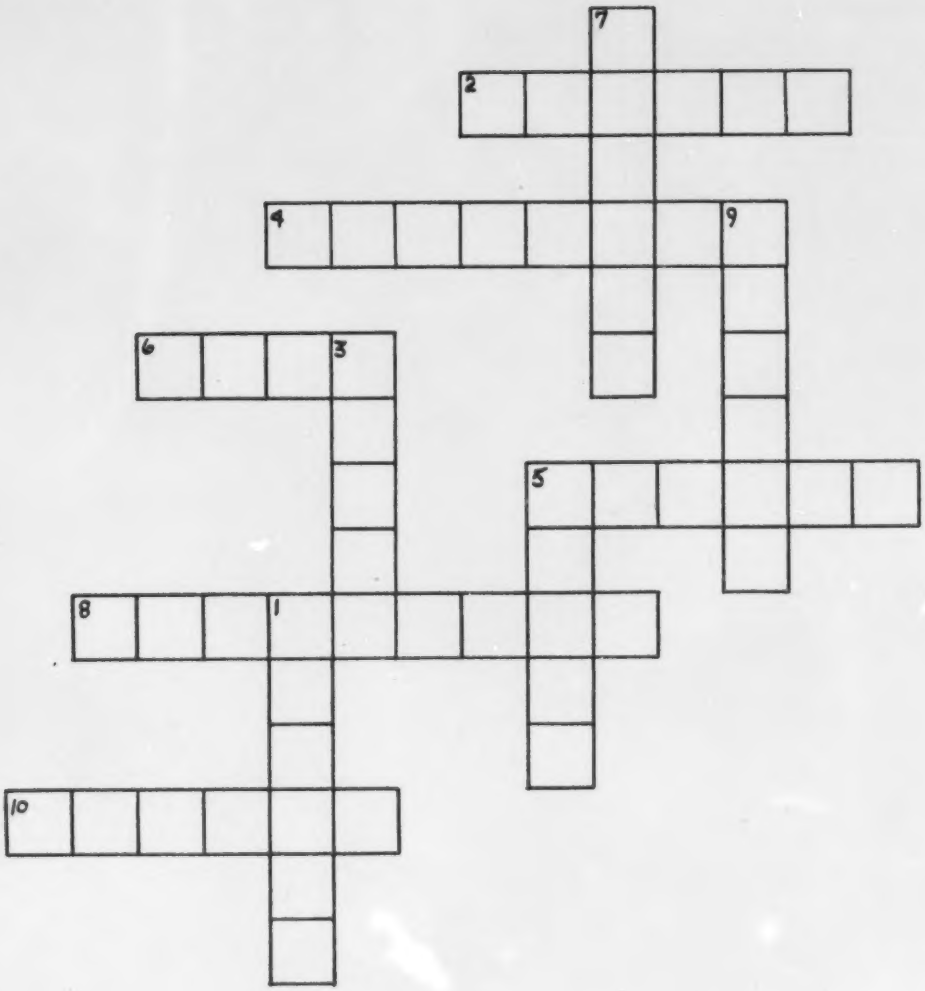
5. __ C K __

6. __ F F



8. W ____ B __ D

10. J __ K __


7
2
4
9
6
3
5
8
1
10

UNIT III – PRIMARY SEWING OPERATIONS

Sewing a Seam — Lesson 2

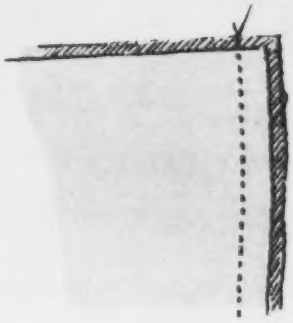
(To Use With Unit III, Lessons 1 and 2)

NEW WORDS

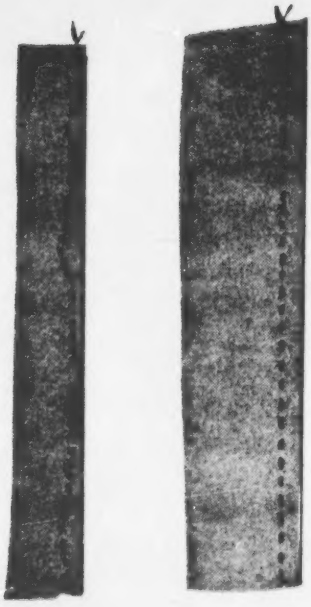
a gauge	offset
wide	to guide
ply (plies)	to push
an edge	together

LANGUAGE LESSON – Sentences in pattern #3

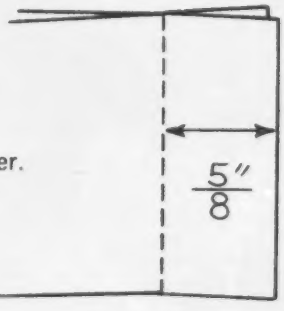
* * * * * * * * * * * *



Sew two pieces of material together.
You sewed a seam.



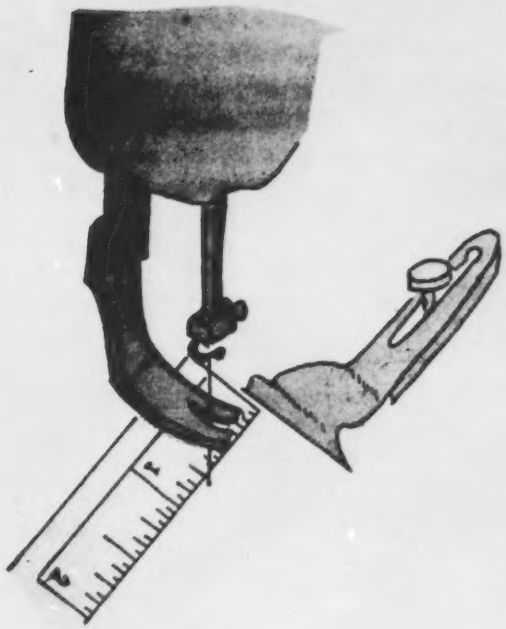
Most seams have two plies of material.
Most seams are straight.
Straight seams are neat.
Bad seams are sloppy.



Most seams are $\frac{5}{8}$ inches wide.
The edges of most seams are together.

Some seams have edges that are not together.
These seams are "offset".

When you sew a seam, follow the cut edge.
The seam must be perfect.
Do not make the seam too wide.
Do not make the seam too thin.
A gauge helps make the seam perfect.



STUDENT ACTIVITIES

A. *Directions:* Pattern these sentences.

Example:

Noun—what	*LV*	*Adj.*	
The slacks	were	loose.	(3)

1. The seam is straight.

2. Some seams are wide.

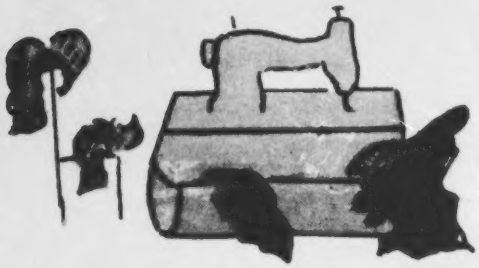
3. Your work will be neat.

4. The stitches were loose.

5. The tension is tight.

6. This line was curved.

B. *Directions:* Write a sentence in pattern #3 about each picture.



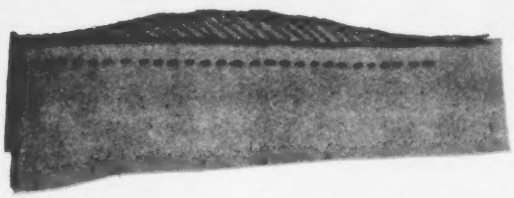
1. _____

_____

2. _____

_____

3. _____

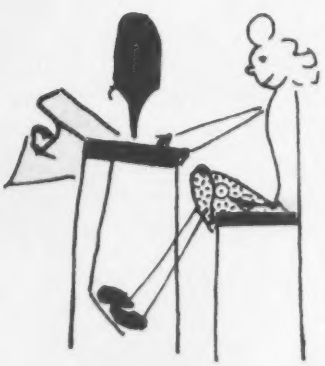


4. _____

_____

5. _____

_____



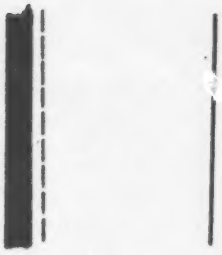
6. _____

_____

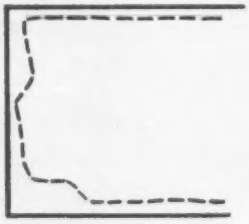
C. *Directions:* Write "This is a good seam", or "This is a bad seam", next to each picture.

1. _____

2. _____

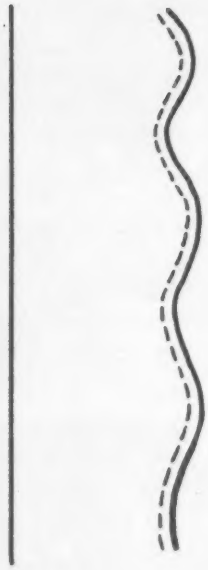


3. _____



4. _____

_____



5. _____

UNIT III – PRIMARY SEWING OPERATIONS

Back-Tacking and the French Seam — Lesson 3

(To Use With Unit III, Lessons 3 and 4)

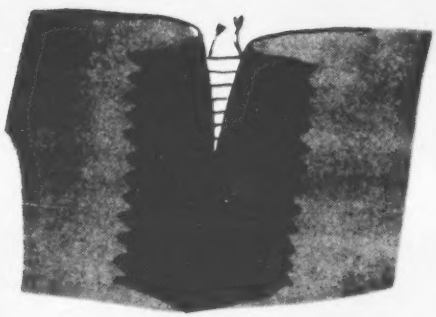
NEW WORDS

to back-tack	an end
weak	inside
back and forth	outside
apart	the right side
a French seam	the wrong side

LANGUAGE LESSON – Words with the same meaning

* * * * * * * * * * * *

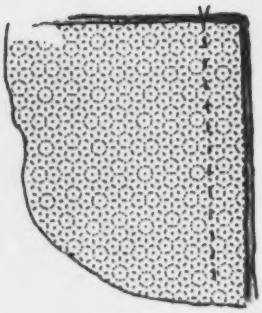
A seam must be *strong.*
The two plies of material must stay together.



A weak seam is no good.
A weak seam will come *apart.*

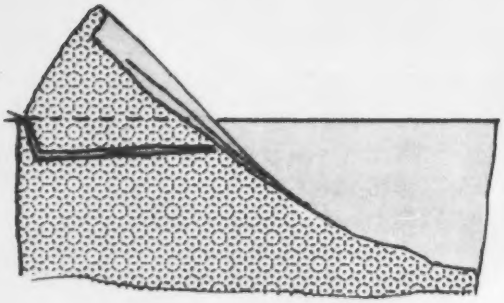
You can make a seam stronger.
Sew back and forth over the end of the seam.
Sewing back and forth is back-tacking.
A seam that is back-tacked will not come apart.

French seams are neat on the inside.
Follow these directions to make a French seam:



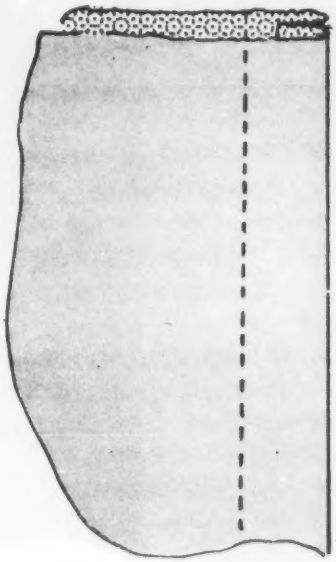
1. Put the wrong sides of the material together.
   The right sides will be on the outside.

2. Sew a seam $\frac{1}{8}$" from the edge.



3. Turn the seam around.
   The right sides will be together now.

4. Sew a seam $\frac{5}{8}$" from the edge.



A perfect French seam is neat and straight.

STUDENT ACTIVITIES

A. *Directions:* Put these words in the right columns on the chart below.

push	small	rag
wide	thread	lift
guide	back-tack	curved
is	useful	stopped
corner	are	sharp
seam	were	am
tight	machine	bin
operator	will be	responsible
careful	accelerator	tweezers
was	pushes	changed

Nouns	Verbs	Linking Verbs	Adjectives

B. *Directions:* Write "same" or "different" next to each pair of words.

1. inside
   outside _____

2. right
   wrong _____

3. small
   short _____

4. together
   apart _____

5. safe
   dangerous _____

6. a part
   a piece _____

7. an edge
   an end _____

8. bottom
   top _____

9. back
   forth _____

10. neat
    clean _____

C. *Directions:* Write true or false. Underline the words that make the sentences false.

1. A seam must be weak. _____
2. Back-tacking makes a seam strong. _____
3. The inside of a French seam is neat. _____
4. The stitches in a French seam must be crooked. _____
5. Two plies mean three pieces of material. _____
6. Begin a French seam with the right sides of the material together. _____

D. *Directions:* Draw a picture for each sentence.
Number the sentences in the right order.

____ Put the right sides of the material together.

____ Turn off the machine's power.

____ Turn on the machine's power.

____ Sew a seam $\frac{1}{8}''$ from the edge.

____ Put the wrong sides of the material together.

____ Sew a seam $\frac{5}{8}''$ from the edge.

The Flat Felled Seam — Lesson 4

(To Use With Unit III, Lessons 5 and 6)

NEW WORDS

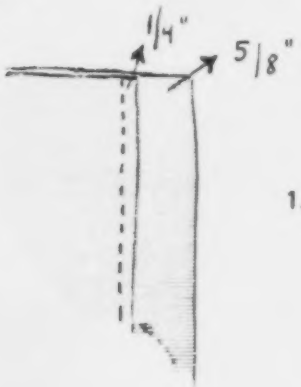
flat
a flat felled seam — to topstitch

LANGUAGE LESSON – Spelling words correctly

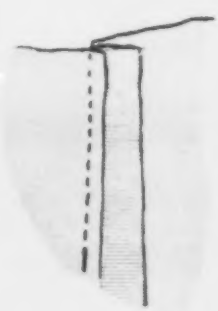
. . . . . .

A flat felled seam is very neat.
Shirts and pants have flat felled seams.

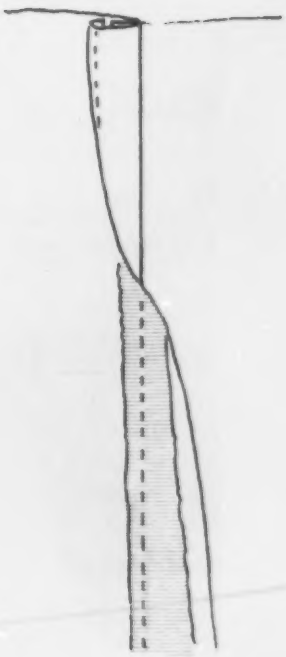
Follow these directions to make a flat felled seam:



1. Sew an offset seam.

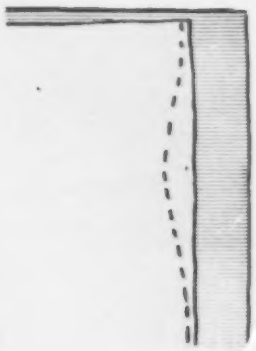


2. Open the seam.



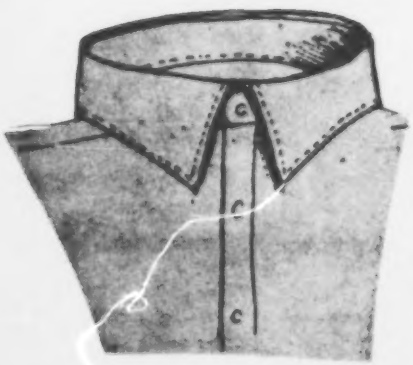
3. Turn the edge under.

4. Topstitch the seam.



The seam must be straight.
A crooked seam is sloppy.

Some clothing is topstitched.
You can see the stitches on the outside.
This is topstitching.
Topstitching must be perfect.



This collar is topstitched.

This collar is not topstitched.

STUDENT ACTIVITIES

A. *Directions:* Circle the words that are spelled right.

1. shirt, shart, skurt, chirt
2. tapstitch, topskitch, topstitch, topstitck
3. saem, seam, sean, ceam
4. flot, klat, flak, flat
5. pochet, pachet, pocket, qocket
6. operator, aperator, operoter, openator
7. acelerator, accelerater, accelerator, occelerator
8. mochine, mackine, machime, machine
9. straigkt, straight, skraight, stroight
10. lackstitch, lochstitch, lockstitck, lockstitch

B. *Directions:* Draw a picture for each sentence. Number the sentences in the right order.

____ The seam is topstitched.

____ Turn on the machine.

____ The edge is turned under.

____ Sew an offset seam.

____ Turn off the machine.

____ Open the seam.

UNIT III – PRIMARY SEWING OPERATIONS

The Hem — Lesson 5

(To Use With Unit III, Lesson 7)

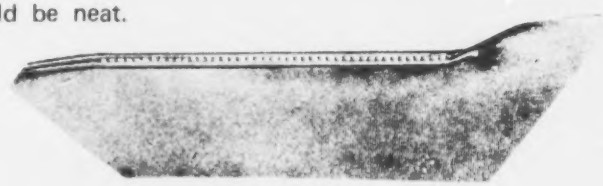
NEW WORD

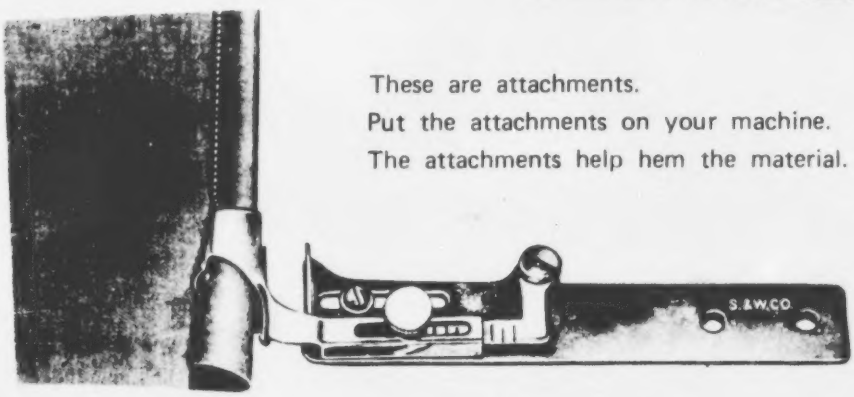
an attachment

LANGUAGE LESSON – Numbering directions in the right order

* * * * * * * * * * * *

The edge of the material should be neat.
Hem the material to make it neat.

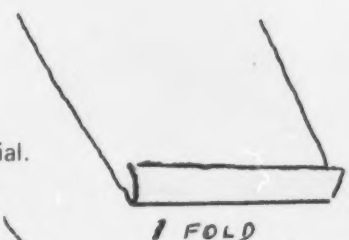




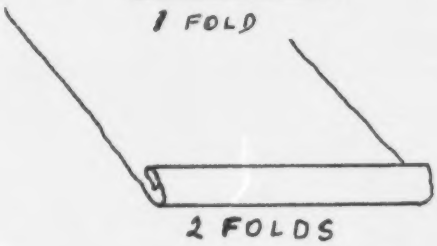
These are attachments.
Put the attachments on your machine.
The attachments help hem the material.

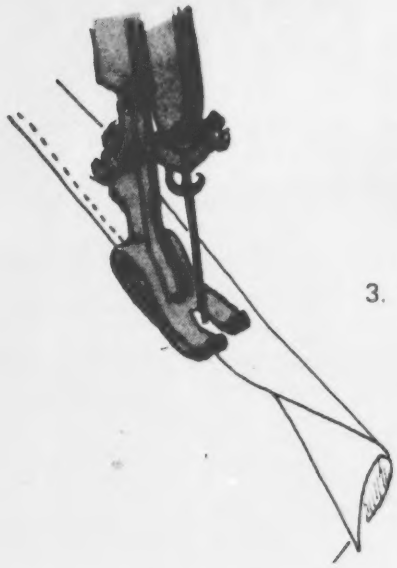
Sometimes you do not use attachments.
Follow these directions to hem material:

1. Fold over the edge of the material.

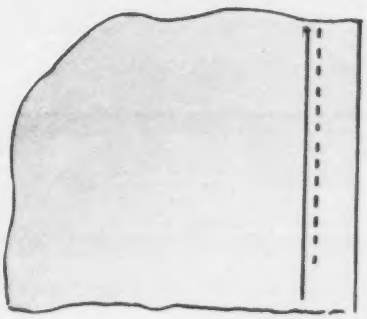


2. Fold the material again.

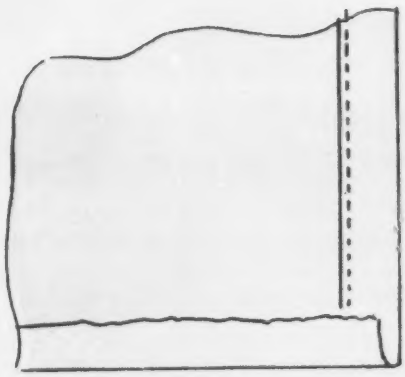




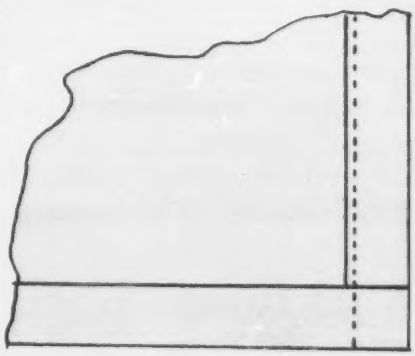
3. Topstitch the hem.



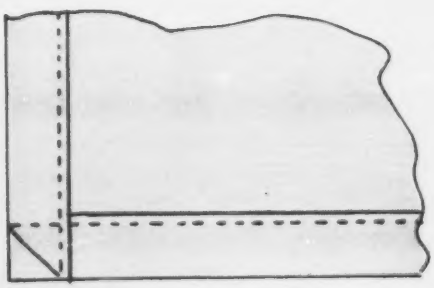
4. Stop sewing before you come to the corner.



5. Fold the other edge of material.



6. Sew to the corner.

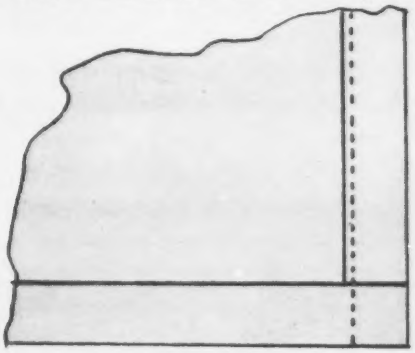


7. Turn the material.

8. Topstitch the other edge.

STUDENT ACTIVITIES

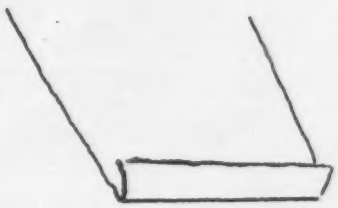
A. *Directions:* Write a sentence near each picture. Pick the sentences from the list below.



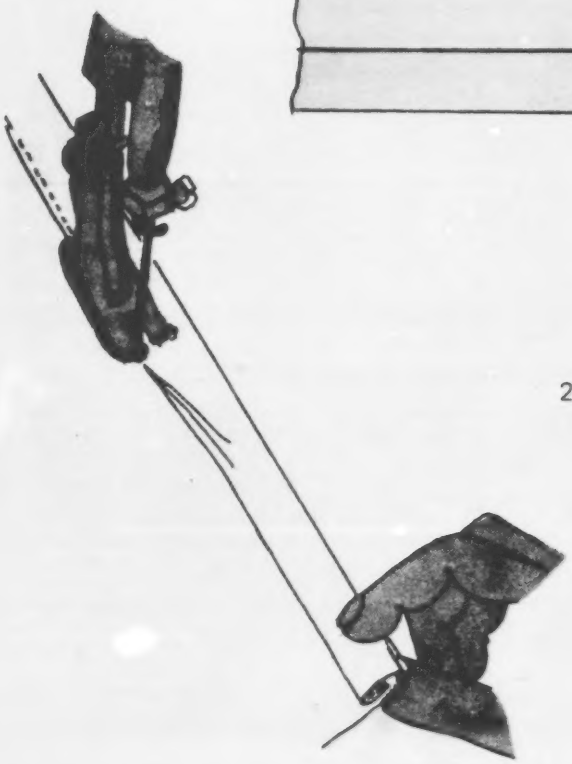
1. _____

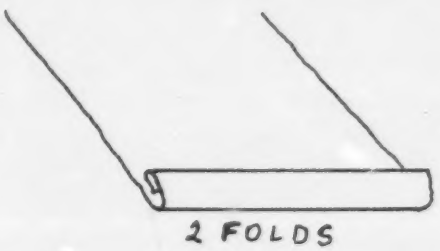
_____

_____



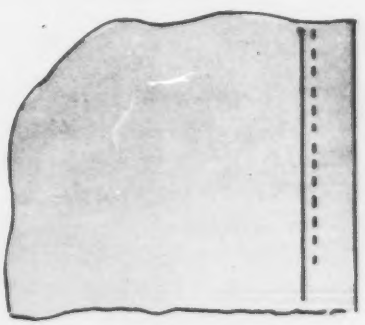
2. _____





3. _____

4. _____



Topstitch the hem.
Turn over the first fold.
Hold the ends together.
Turn over the fold again.
Sew to the end and turn the material.

5. _____

B. *Directions:* Number these sentences in the right order.

____ Topstitch the hem.

____ Turn over the first fold.

____ Turn over the second fold.

____ Turn the material at the corner.

____ Sew to the end of the material.

C. *Directions:* Draw pictures of these hems. Use a ruler.

1. a 1" hem

2. a $\frac{1}{2}$" hem

3. a 2" hem

4. a $\frac{1}{4}$" hem

5. a $1\frac{1}{2}$" hem

UNIT III – PRIMARY SEWING OPERATIONS

The Mitered Corner — Lesson 6

(To Use With Unit III, Lesson 8)

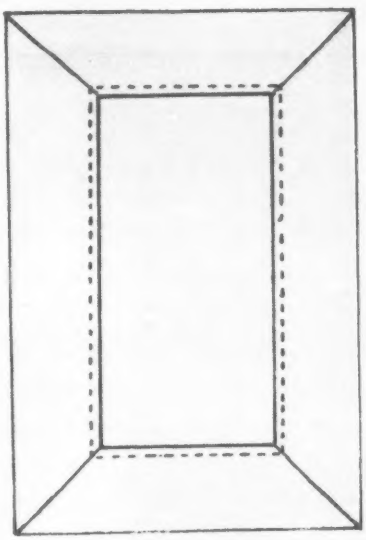
NEW WORDS

a mitered corner across

LANGUAGE LESSON – Sentences in pattern #5

* * * * * * * * * * * *

A mitered corner is a pretty corner.
Blankets have mitered corners.
Many things have mitered corners.



Draw a picture of something else with mitered corners.

Follow these directions to make a mitered corner:

1. Fold the corner of your material in half.

2. Sew *across* the corner.

3. Cut the material to make a $\frac{1}{4}''$ seam.

4. Turn the corner around.

5. Turn the hem under.

6. Topstitch the hem.

STUDENT ACTIVITIES

A. *Directions:* Read the directions for making mitered corners again. Draw a picture next to each sentence.

B. *Directions:* Pattern these sentences.

Example:

Noun—what	*L.V.*	*Adverb—where*	
The hem	is	on the bottom.	(5)

1. The stitches are across the corner.

2. The attachment is on the machine.

3. Topstitching is around the material.

4. The seam is on the right.

5. The brake is under the machine.

6. Thread was around the bobbin.

UNIT III – PRIMARY SEWING OPERATIONS

The Dart — Lesson 7

(To Use With Unit III, Lesson 9)

NEW WORDS

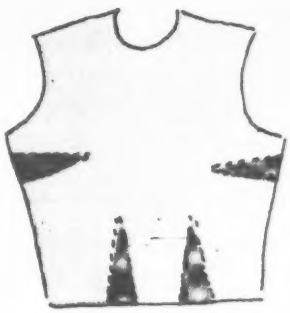
a dart
a notch
a hole

LANGUAGE LESSON – Sentence patterns #1 and #5

* * * * * * * * * * * *

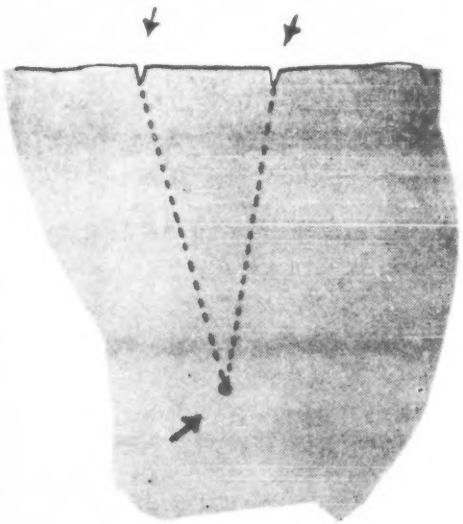
Many clothes have darts.
Dresses have darts.
Blouses have darts, too.

Write the names of two more things with darts.



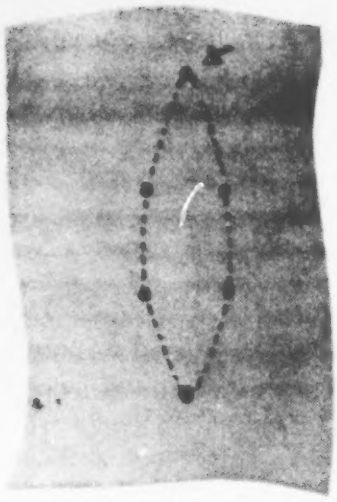
_____

_____



This dart has notches.
Start sewing at the notches.

Sew a straight dart.
Stop sewing at the hole.



This dart has no notches.
Start sewing at the hole.
Sew a straight dart.
Stop sewing at the hole.

STUDENT ACTIVITIES

A. *Directions:* Pattern these sentences.

1. You start at the notch.

2. You stop at the hole.

3. Notches are on the end.

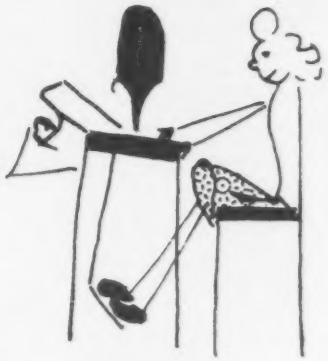
4. The operator sews in the factory.

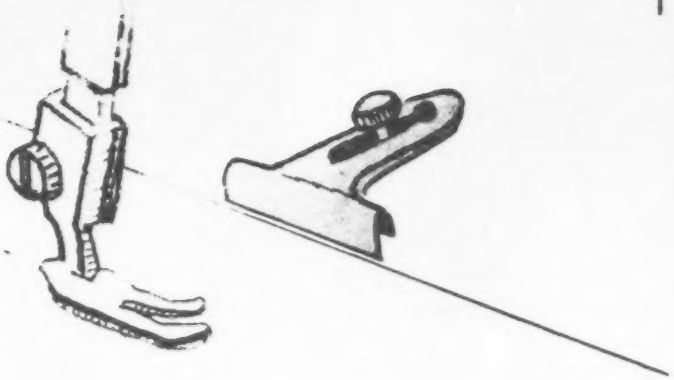
5. The stitches were across the corner.

B. *Directions:* Write a sentence in pattern #1 about each picture.

1. _____

_____

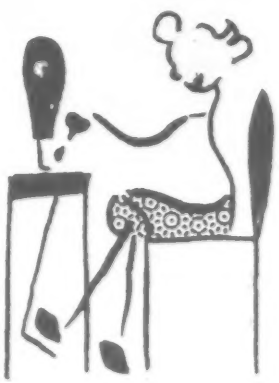




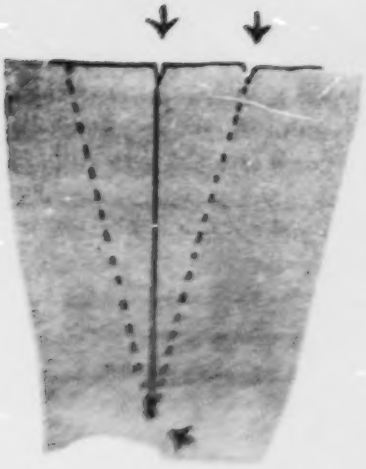
2. _____

3. _____

_____



C. *Directions:* Write a pa' err. #5 sentence about each picture.

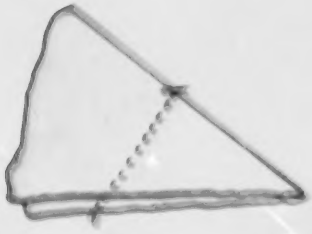


1. _____

_____

2. _____

_____



3. _____

_____

Bias Tape — Lesson 8

(To Use With Unit III, Lesson 10)

NEW WORDS

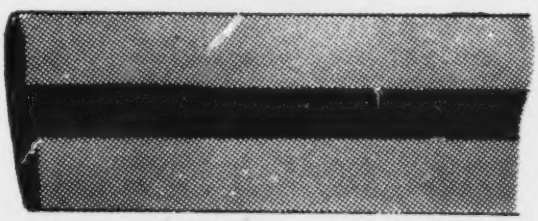
bias tape
to turn
open

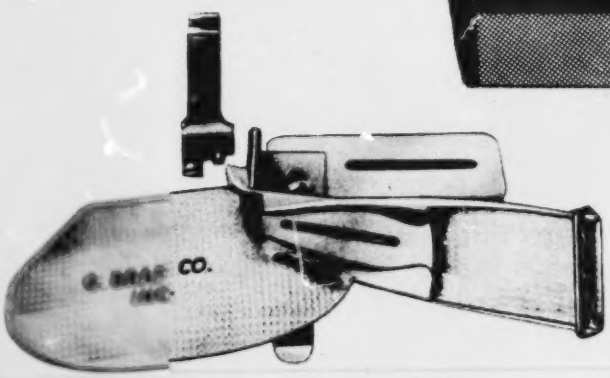
LANGUAGE LESSON – Distinguishing pattern #4 sentences from the other patterns.

* * * * * * * * * * * *

Sew bias tape on seam edges.

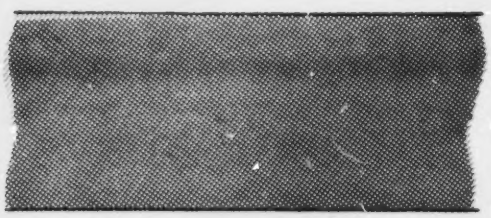
There are two kinds of bias tape.
This is open bias tape.



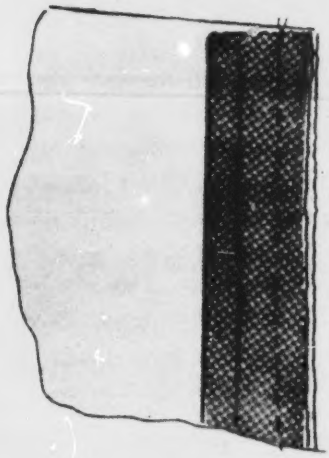


Use an attachment to sew open bias tape.

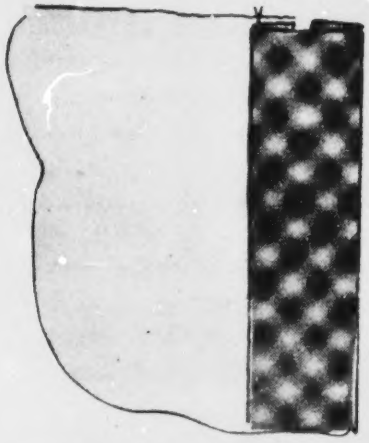
This is folded bias tape.
Do not use an attachment
to sew folded bias tape.

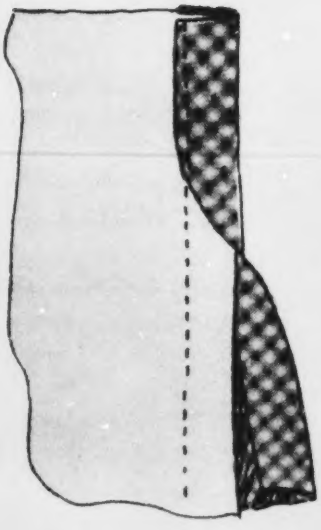


Put the edges of the material and the tape together.
Sew the material and the tape together.
Sew in the fold.



Fold the bias tape.





Turn the tape over the edge.
Topstitch the bias tape.

STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks. Use words from the list below.

1. There are _____ kinds of bias tape.
2. Sew bias tape in the _____.
3. Use an attachment to sew on _____ bias tape.
4. _____ the bias tape when you are finished.

fold
open
topstitch
edge
cut
twelve
two

B. *Directions:* Number the sentences in the right order

____ Sew in the fold.

____ Topstitch the bias tape.

____ Fold the bias tape.

____ Sew the material and the tape together.

C. *Directions:* Pattern these sentences.

Example:

Noun–who	*L.V.*	*Noun–who*	
A student	will be	a worker.	(4)

1. An operator is a person.

2. A screwdriver is a tool.

3. You break the thread.

4. A manual is a book.

5. Pants are clothes.

6. The lady guided the material.

7. The boss is happy.

8. A factory is a place.

UNIT IV – SINGLE-NEEDLE SEWING PROJECTS

The Zipper — Lesson 1

(To Use With Unit IV, Lessons 9 and 10)

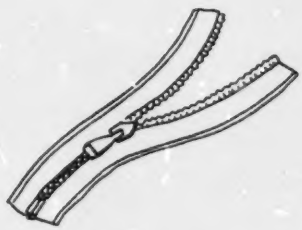
NEW WORDS

a zipper	to lap
to baste	side
center	

LANGUAGE LESSON – Reviewing all the sentence patterns

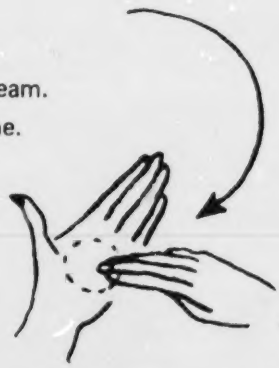
* * * * * * * * * * * *

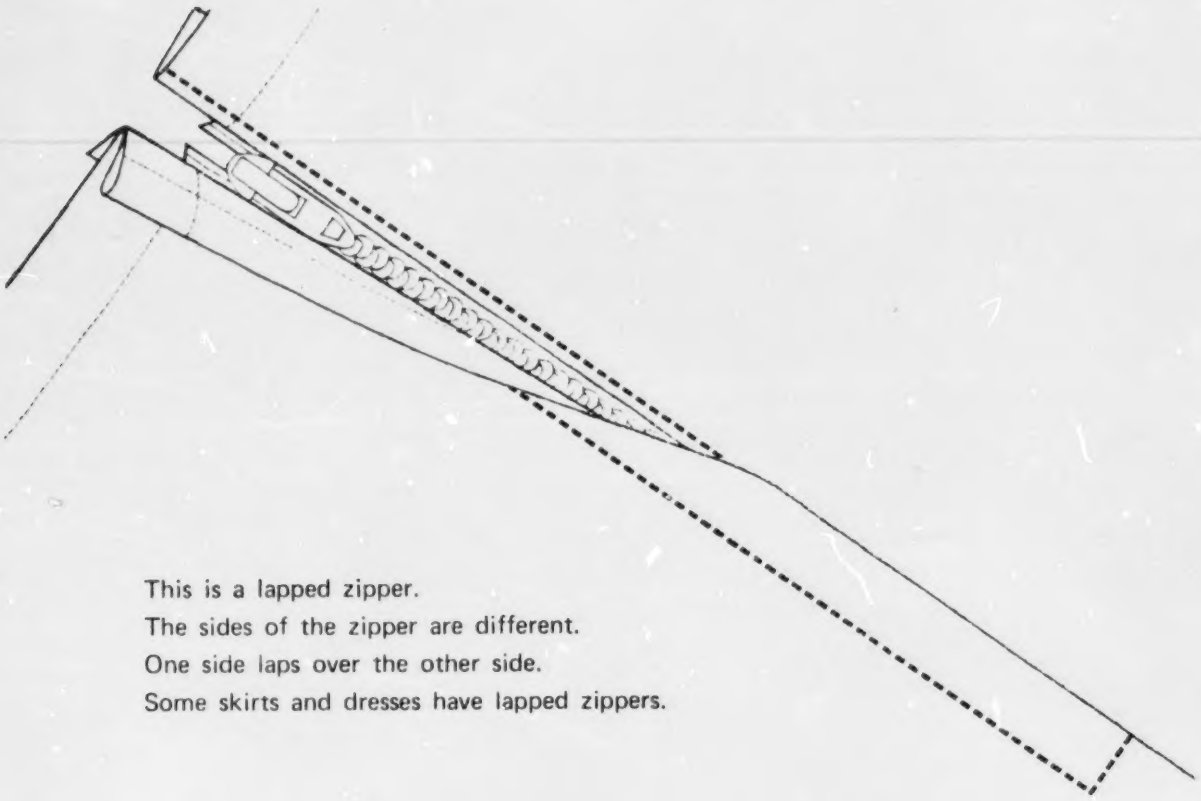
Many clothes have zippers.
A dress has a zipper.
Pants and skirts have zippers.
Jackets have zippers, too.



There are two ways to sew a zipper.

This zipper is in the *center* of the seam.
Both sides of the zipper are the same.
Some dresses have a center zipper.
Some skirts have a center zipper.

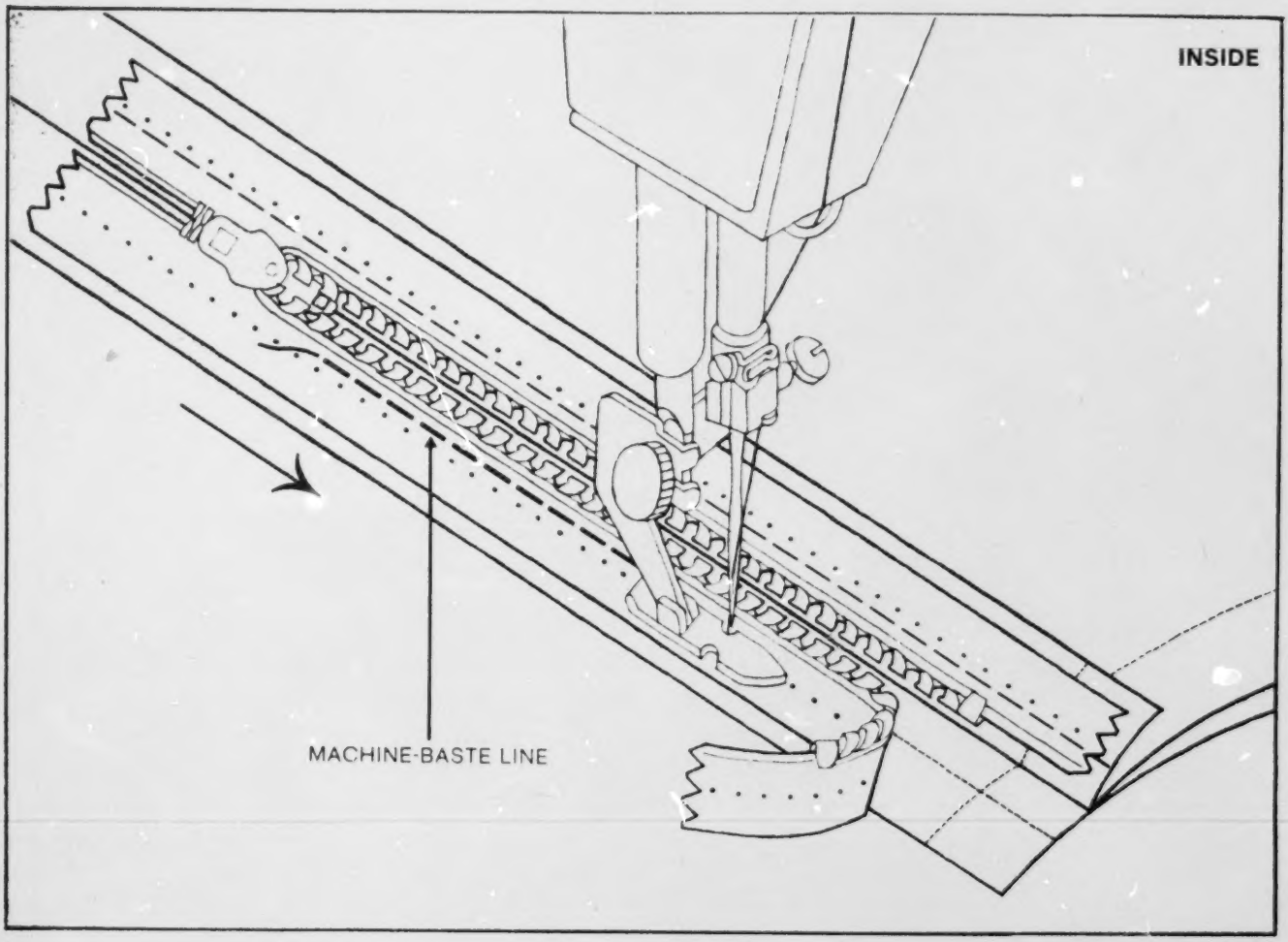




This is a lapped zipper.
The sides of the zipper are different.
One side laps over the other side.
Some skirts and dresses have lapped zippers.

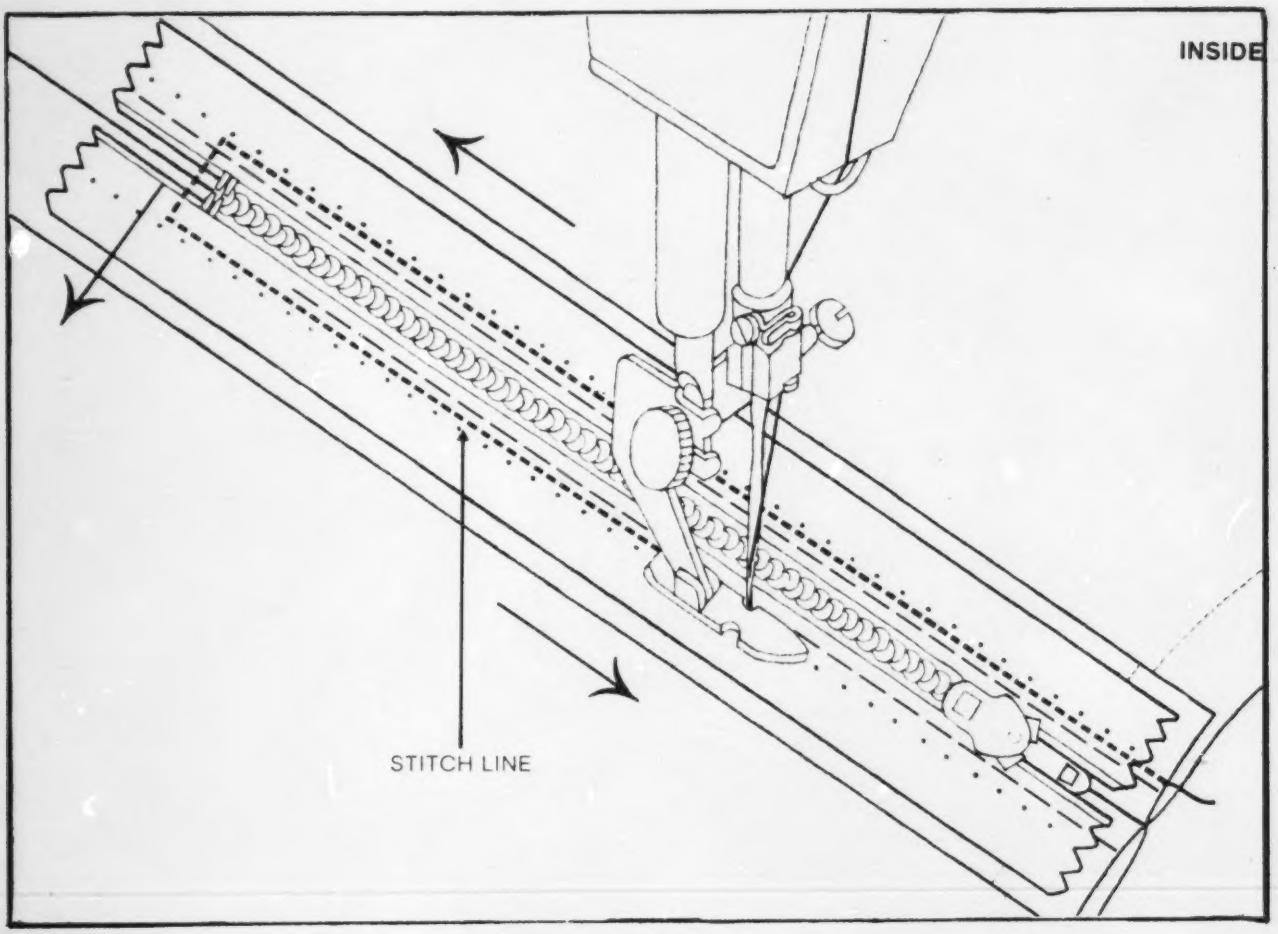
Take off the presser foot to sew a zipper.
Put on the zipper foot.

Baste the zipper.



Basting stitches are long.

Change the stitches.
The stitches should be short.



Stitch the zipper on both sides.
Stitch the zipper across the bottom.

STUDENT ACTIVITIES

A. *Directions:* Pattern these sentences.

1. Jackets have zippers.

2. The zipper is in the center.

3. One side laps over the zipper.

4. The stitches are long.

5. Skirts are clothes.

6. The operator bastes the zipper.

B. *Directions:* Write true or false after each sentence. Cross out the words that make the sentences false.

1. Basting stitches are short. _____
2. Clothes have zippers. _____
3. Use a presser foot to sew a zipper. _____
4. There are twelve ways to sew a zipper. _____
5. A lapped zipper has different sides. _____
6. Stitch the zipper across the top. _____

UNIT IV – SINGLE-NEEDLE SEWING PROJECTS

Review of Projects — Lesson 2

To Follow Unit IV

NEW WORDS

a bib	a shop apron
an iron	denim
an ironing board	broadcloth
an ironing-board cover	muslin
a half-apron	rick-rack
a pillow	cotton
a pillowcase	a button
a scarf	a strap
to quilt	a lining
a potholder	a kitchen apron

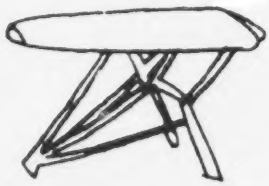
LANGUAGE LESSON – Vocabulary review

* * * * * * * * * * * *

You made many things in sewing class.
Look at all the pictures.
Write the name of each picture on its line.
The list above will help you.

_____

_____



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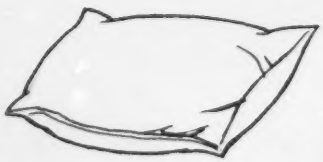

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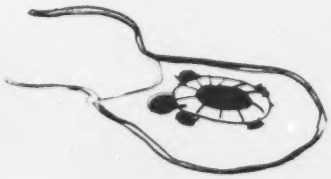
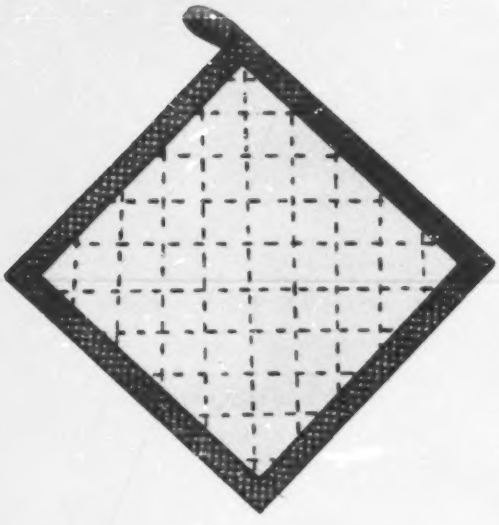
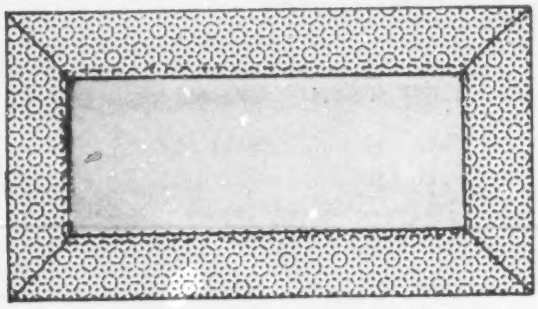
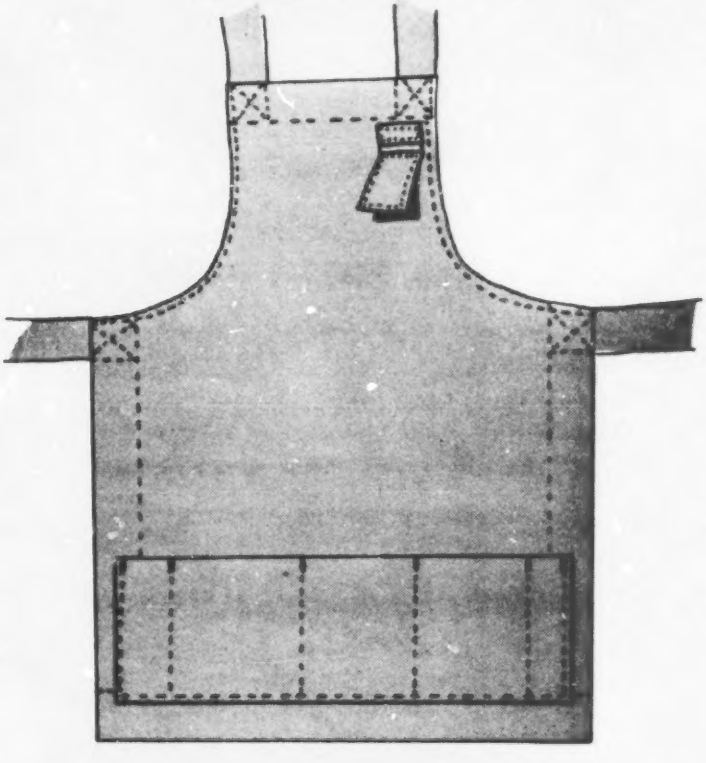
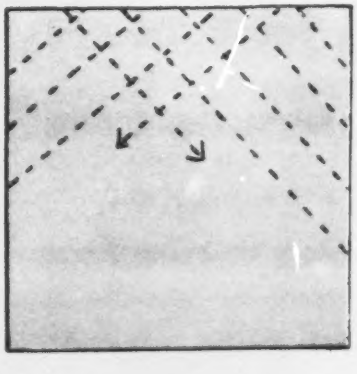


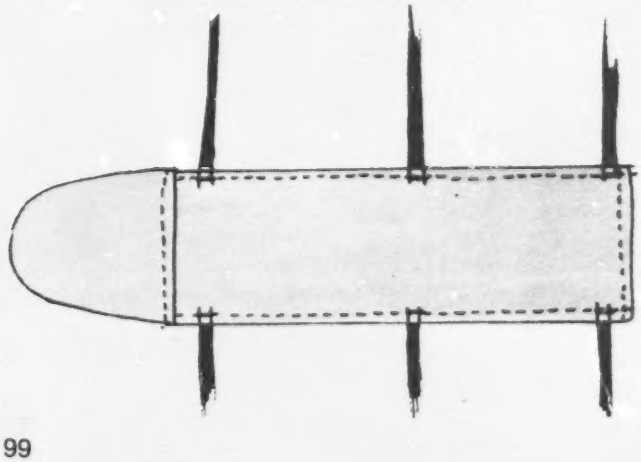
_____











STUDENT ACTIVITIES

A. *Directions:* Fill in the blanks. Use words from the list on page 98.

1. Put a _____ on a table or chair.
2. A baby wears a _____.
3. We sleep on a soft _____.
4. A man puts tools in his _____.
5. Do not burn your hands. Use a _____.
6. A woman wears an _____ when she cooks.
7. A shop apron is made of _____.
8. An _____ is on the ironing board.
9. A bib is made of _____.
10. The operator _____ a potholder.
11. A _____ covers a pillow.
12. Sew a _____ on the inside of the bib.

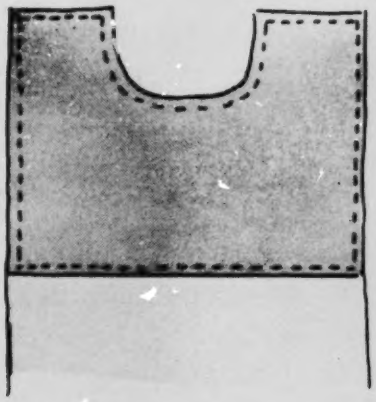
B. *Directions:* One word in each line of words does not belong. Cross out this word.

1.	muslin	broadcloth	denim	iron
2.	a scarf	a potholder	a tool	a bib
3.	rick-rack	across	a button	a zipper
4.	nippers	a needle	scissors	a notch
5.	to quilt	to tack	to cut	to sew

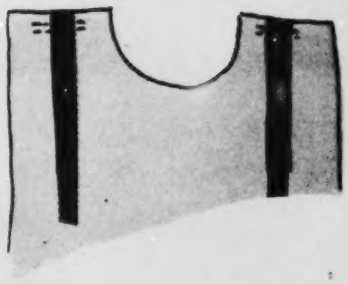
C. *Directions:* Draw lines from the list on the left to the list on the right.

an apron	something to sleep on
a pillow	material for an apron
an iron	quilted
denim	material sewn on the inside
cotton	material for a pillowcase
a potholder	to use with an ironing board
a lining	something to wear in a kitchen
broadcloth	material for a shop apron

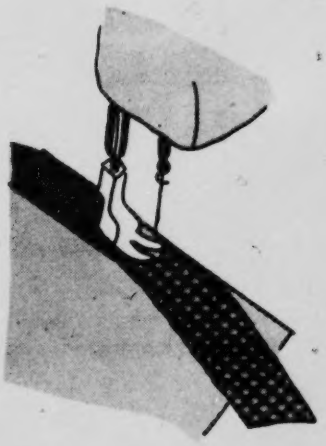
Directions: These are the directions for making a bib. Fill in the blanks.



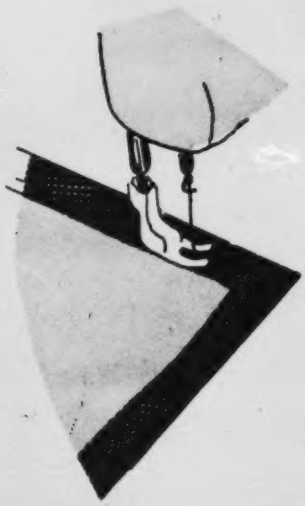
1. Sew the _____ and lining together.



2. Sew _____ to the top of the bib.

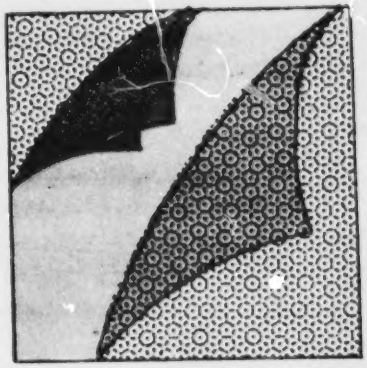


3. Sew _____ around the edge of the bib.



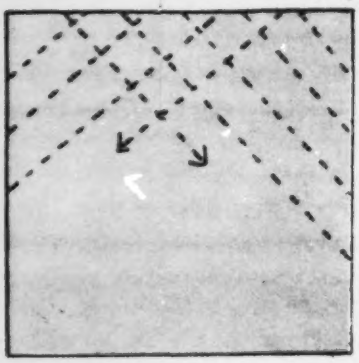
4. Topstitch the _____.

E. *Directions:* These pictures show you how to make a potholder. Write a sentence for each picture.



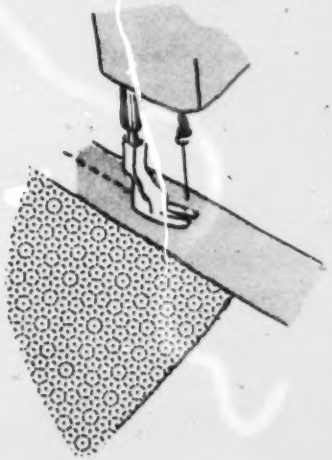
1. _____

_____



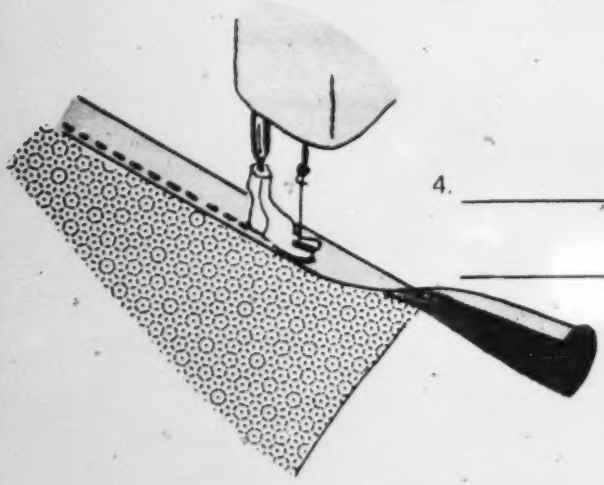
2. _____

_____



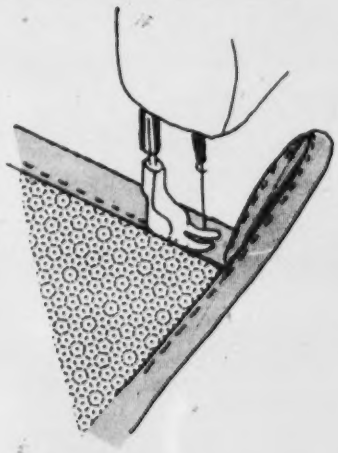
3. _____

_____



4. _____

_____



5. _____

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Zig-Zag Machine Lesson 1

(To Use With Unit V, Lessons 1, 2, and 3)

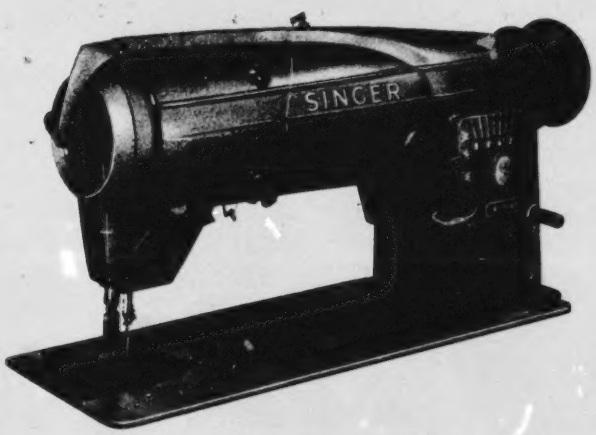
NEW WORDS

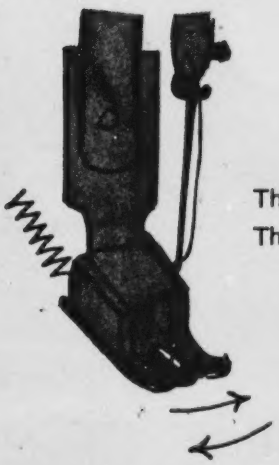
zig-zag	a window
to ravel	width
a lever	length
	a screw

LANGUAGE LESSON – Unscrambling words to make a sentence

* * * * * * * * * * * *

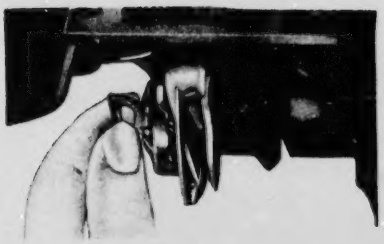
This is a zig-zag machine.

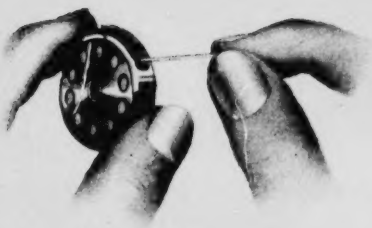




The zig-zag machine sews back and forth.
The zig-zag machine sews slower than the single-needle machine.

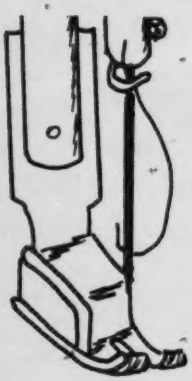
Put the bobbin in the back of the machine.





Thread the bobbin carefully.
This kind of bobbin is threaded differently.

Look at your manual to thread the machine.
Use the *right* thread.



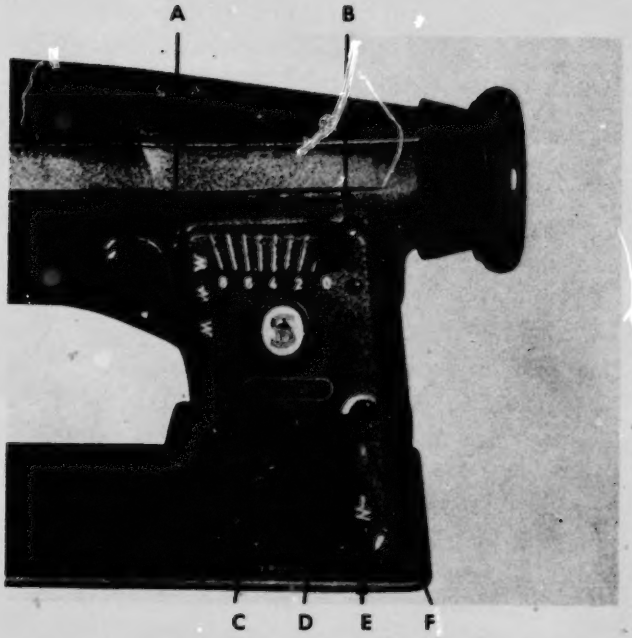
The thread goes from the front to the back.
The thread goes through the needle.

These stitches are long.

These stitches are short.

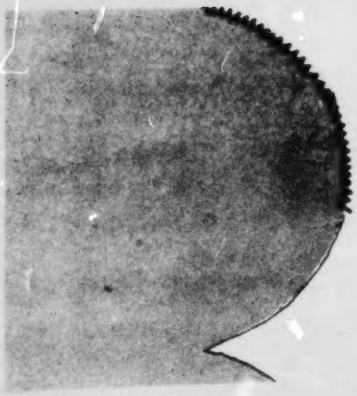
These stitches are wide.

These stitches are narrow.



Look at the picture above.
Lever B changes the width of the stitch.
Lever C makes the machine sew backward.
Window D shows the length of the stitch.
Screws E and F change the length of the stitch.
F changes the length going forward.
E changes the length going backward.

A zig-zag machine can turn corners.
The needle must be down.



The zig-zag machine can sew one material
on another material.

The zig-zag stitch is pretty.
Zig-zag the edge of the material.
The edge will not ravel.

STUDENT ACTIVITIES

A. *Directions:* These words are mixed up.
Put the words in the right order. Make sentences.

1. are stitches pretty the

2. bobbin in the back goes the

3. down is the needle

4. the narrow stitches are

5. machine back forth sews and the

6. shows stitch of the window D length the

B. *Directions:* Think about the zig-zag machine and the single-needle machine. Write "The zig-zag machine is the same" or "The zig-zag machine is different."

1. The single-needle machine has one needle.

_____

2. The single-needle machine sews in a straight line.

_____

3. The single-needle machine is threaded from left to right.

_____

4. The single-needle machine has a presser foot.

_____

5. The single-needle machine sews very, very fast.

_____

UNIT V – OTHER MACHINES USED IN POWER SEWING

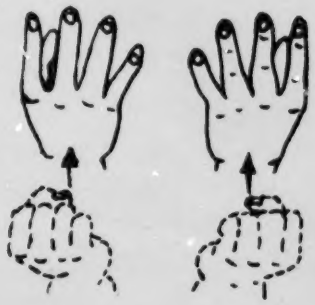
The Two-Needle Lockstitch Machine **Lesson 2**

(To Use With Unit VI, Lessons 1 and 2)

NEW WORDS

a folder
a spool

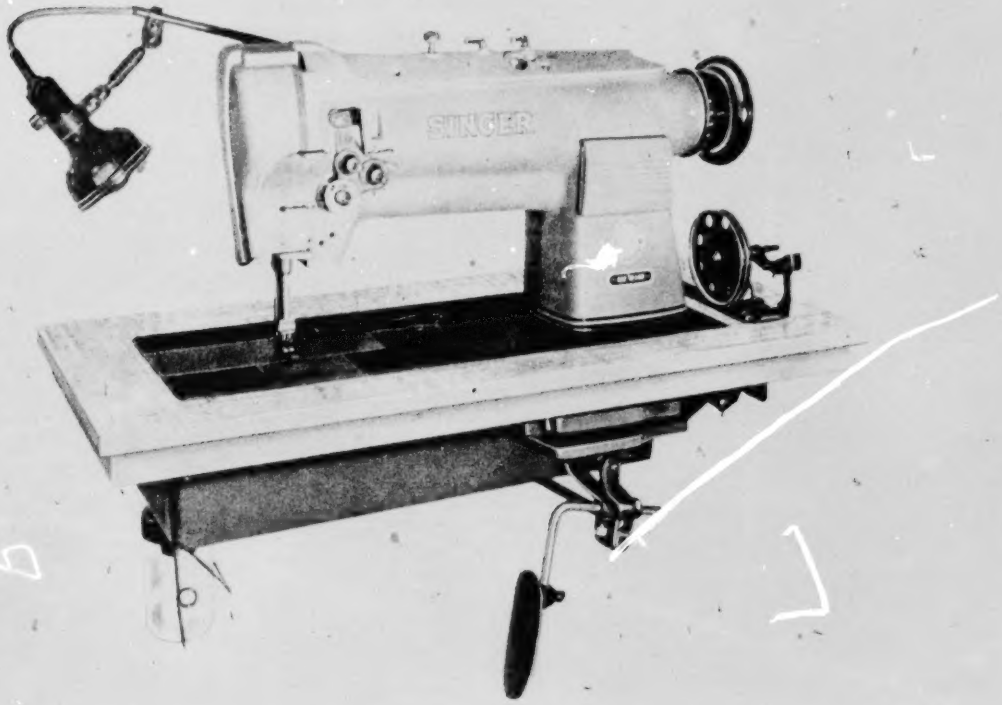
to pucker



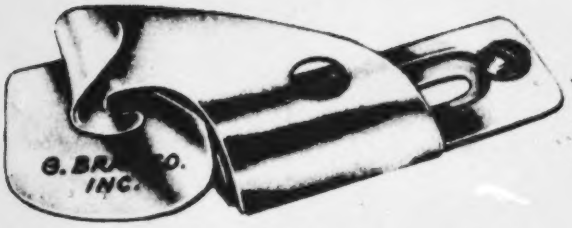
LANGUAGE LESSON – *Plurals*

• • • • • • • • • • • • •

This lockstitch machine has two needles.



The two-needle lockstitch
machine sews flat felled seams.

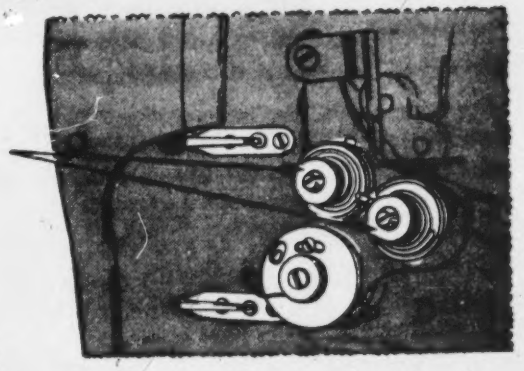


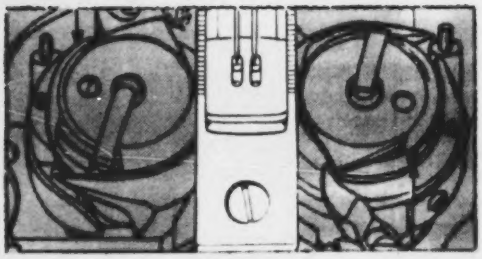
The two-needle machine has a folder.
The folder folds the material when you sew.
The folder helps sew a flat-felled seam.

Do not pull the material when you sew.
If you pull the material, it will pucker.

A two-needle lockstitch machine has two needles.

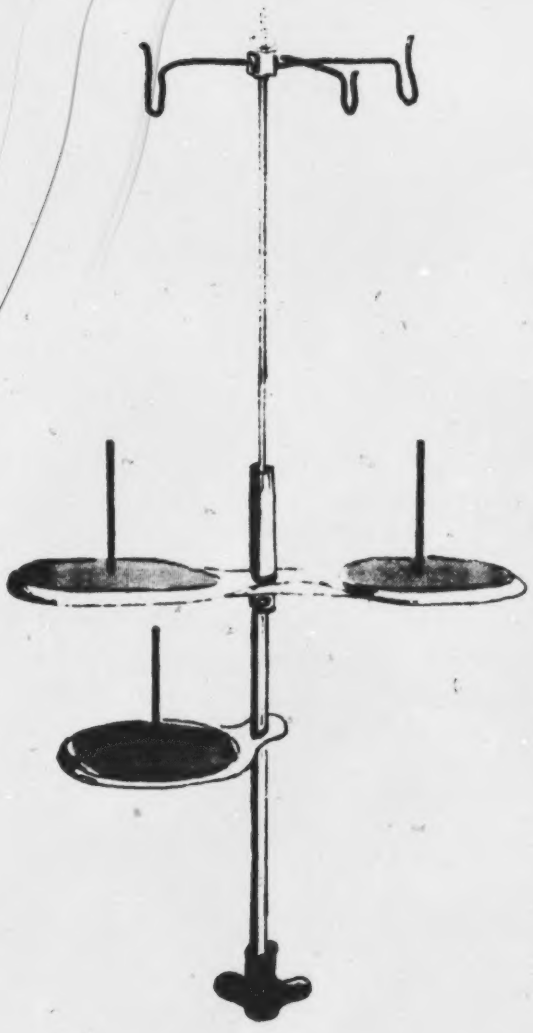
A two-needle lockstitch machine has
two tension assemblies.





A two-needle lockstitch machine has two bobbins.

A two-needle lockstitch machine has three spools of thread.
Two spools of thread are for the top.
One spool of thread is for the bobbin.



Look in the operator's manual.
The manual will help you thread the machine.

STUDENT ACTIVITIES

A. *Directions:* Write "one" or "more than one" on each line.

1. lever _____
2. straps _____
3. needles _____
4. notches _____
5. attachment _____
6. stitches _____
7. ply _____
8. edges _____
9. zipper _____
10. potholders _____

B. *Directions:* Fill in the blanks with the right words.

1. A two-needle machine has two _____ (needle, needles).
2. A scarf has four _____ (corner, corners).
3. A _____ (shirt, shirts) has two sleeves.
4. An operator should read her _____ (manual, manuals).
5. Sew both _____ (ply, plies) of material together.
6. An _____ (ironing board, ironing boards) needs a cover.

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Shopcoat — Lesson 3

(To Use With Unit VI, Lessons 3, 4, 5, 6, 7, 8, and 9)

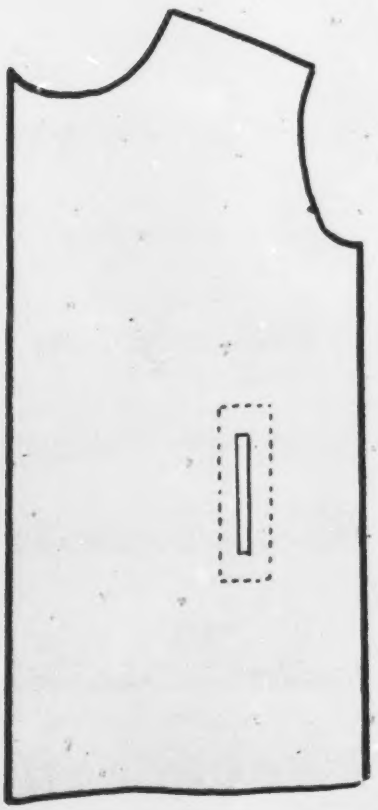
NEW WORDS

a shopcoat	a cuff
a slit	upper
a facing	lower
to backstitch	the neck
a shoulder	a belt

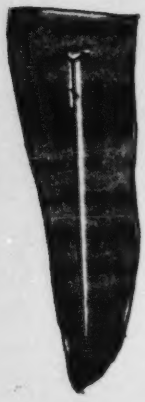
LANGUAGE LESSON – Writing *where* phrases; writing sentences in different patterns.

* * * * * * * * * * * *

You made a shopcoat in sewing class.
A shopcoat has some straight seams.
A shopcoat has some curved seams, too.

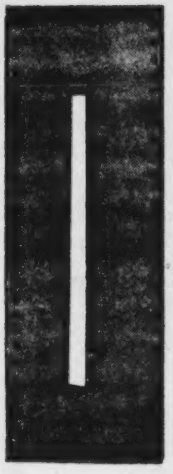


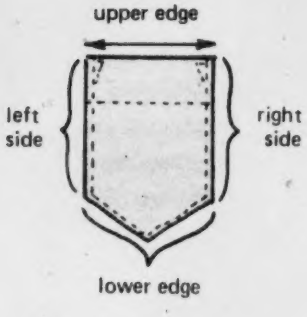
You will make the slit first.
The belt goes through the slit.



The slit has a facing.
The facing is on the inside.

Topstitch the slit.



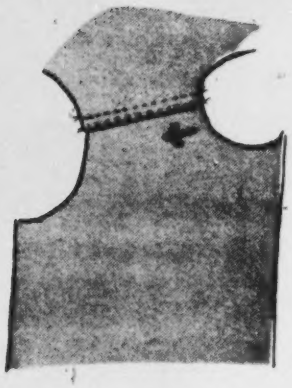


The shopcoat has three pockets.
A pocket has a *lower* edge.

A pocket has an *upper* edge.

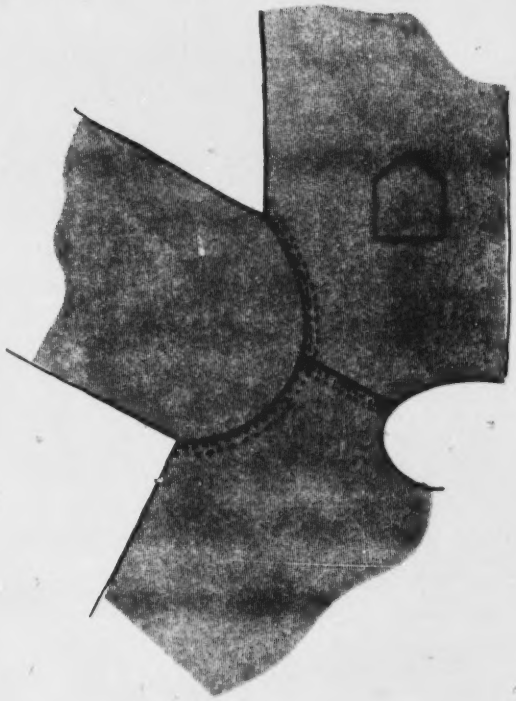
A pocket has a right side and a left side.

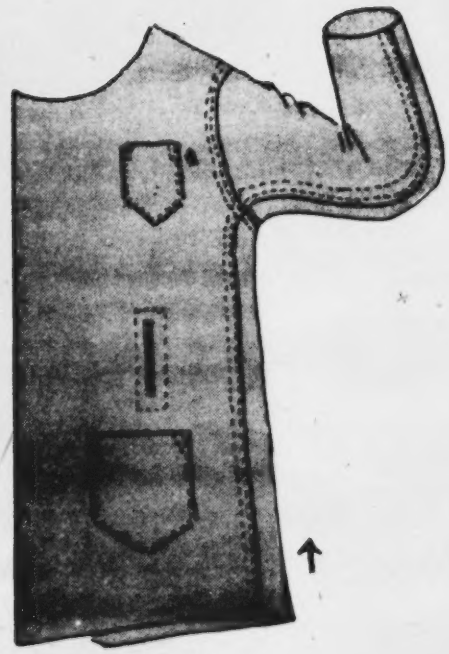
All sides of a pocket are topstitched.
Backstitch the end of each seam.
A seam that is backstitched will not ravel.



Sew the shoulder seams.
The shoulder seams are straight.

Sew the sleeve into the coat.
The sleeve seam is curved.





Sew the side seams of the coat.

A shopcoat has two cuffs.
A cuff has an upper edge.
A cuff has a lower edge.
The cuffs are topstitched, too.

Sew the neck facing and the front facings together.
Sew the facings to the coat.

A shopcoat has a belt.
The belt has two sides.
One side is short.
The other side is long.

Hem the shopcoat.

STUDENT ACTIVITIES

A. *Directions:* Underline the adverbs.

1. You made a shopcoat in sewing class.
2. The facing is on the inside.
3. The seams are at the sides.
4. The pockets are on the outside.
5. Seams are topstitched at the edges.

B. *Directions:* Fill in the blanks with *where* phrases.

1. The belt goes _____ .
   where
2. The cuff is _____ .
   where
3. Facings are _____ .
   where
4. Topstitching is _____ .
   where
5. The hem is _____ .
   where

C. *Directions:* Answer these questions. Write sentences.

1. Who made a shopcoat?

			. (2)
Who		*What*	

2. What is curved?

			. (3)
What	*L.V.*	*Adjective*	

3. Where are the pockets?

			. (5)
What	*L.V.*	*Adv.– where*	

4. Where does an operator work?

			. (1)
Who		*Adv.–where*	

5. What is denim?

			. (4)
What	*L.V.*	*What*	

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Cablestitch Machine — Lesson 4

(To Use With Unit VII, Lesson 1)

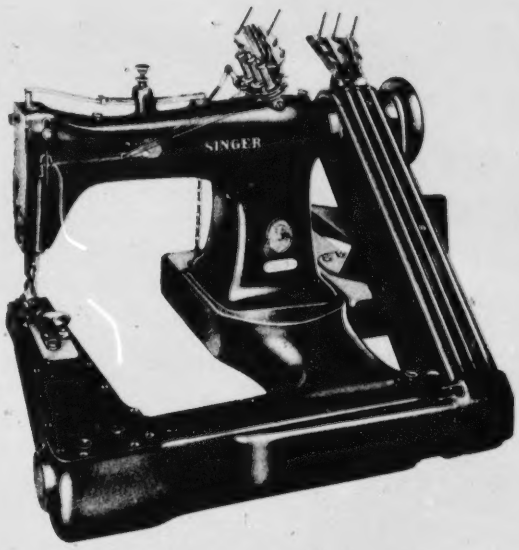
NEW WORDS

a cablestitch	a looper
a chainstitch	elastic

LANGUAGE LESSON – Vocabulary of cablestitch machine

* * * * * * * * * * * *

This is a cablestitch machine.



A cablestitch machine has no bobbin.

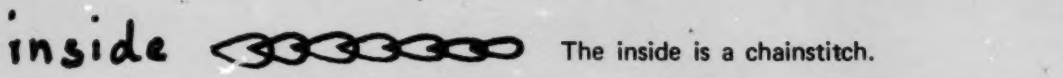
It has a looper.

The looper goes from side to side. ←→

A needle goes up and down. ↕

These are cablestitches.

The seam is not the same on both sides.
The top looks like a lockstitch.



The inside is a chainstitch.

A cablestitch does not lock.
A cablestitch will ravel if the thread breaks.

A cablestitch is elastic.

This blouse needs a cablestitch.
It needs an elastic seam.

STUDENT ACTIVITIES

A. *Directions:* Write true or false after each sentence.

1. A cablestitch machine has a bobbin. _____
2. A lockstitch is elastic. _____
3. A looper goes from side to side. _____
4. Cablestitches can ravel. _____
5. A cablestitch seam is the same on both sides. _____
6. Lockstitches are looser than cablestitches. _____

B. *Directions:* Draw a picture in each square.

chainstitches	a looper
cablestitches	a needle
lockstitches	an elastic seam

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Single-Needle Chainstitch Machine and the
Two-Needle Cablestitch Machine — Lesson 5

(To Use With Unit VII, Lesson 2 and 3)

NEW WORDS

a spool	upside down
sideways	a pedal

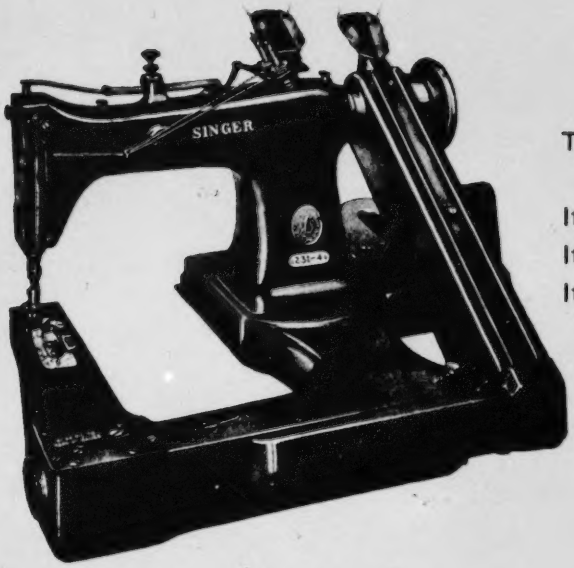
LANGUAGE LESSON – Beginning a sentence with a capital letter and ending with a period.

* * * * * * * * * * * *

This is a single-needle chainstitch machine.

It has one needle.
It is easy to work.
It is good for basting.

A single-needle chainstitch machine needs
two spools of thread.
One spool is for the looper.
The other spool is for the needle.

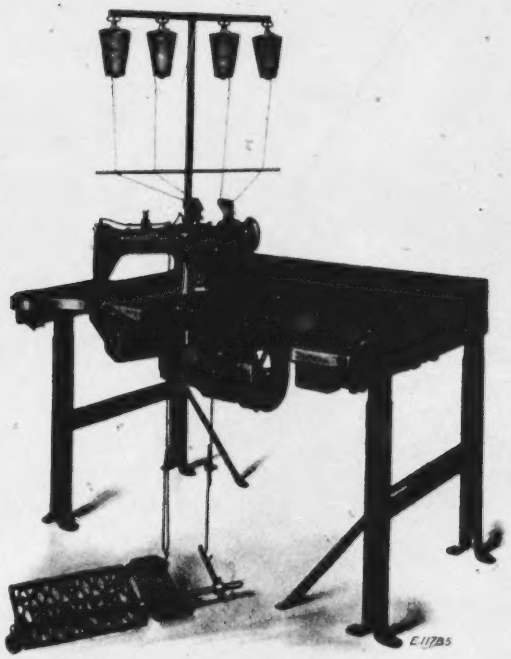


This is a two-needle cablestitch machine.

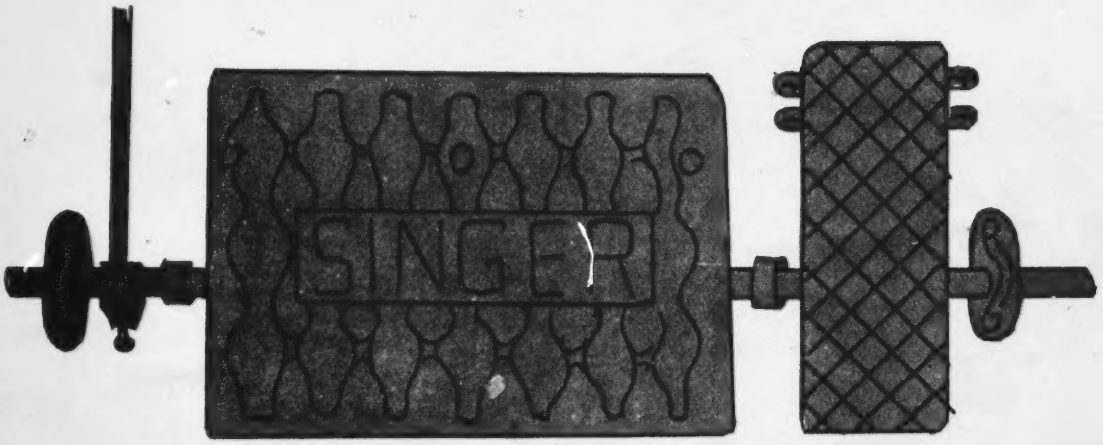
It has two needles.
It sews flat felled seams.
It is good for sleeves and pants.

The operator does not sit at
the middle of the table.
The operator sits sideways.

The thread for this machine is upside down.
This machine has four spools of thread.
The operator's manual will show you how to thread the machine.



The two-needle cablestitch machine has two pedals.
The operator steps on the pedals.



1 # 2

Pedal #1 sews. Pedal #2 lifts the presser foot.

STUDENT ACTIVITIES

A. *Directions:* Make each sentence begin with a capital letter and end with a period.

1. the machine has two pedals
2. the thread is upside down.
3. Operators sit sideways
4. her feet are on the pedals
5. cablestitches are elastic
6. a looper goes from side to side.

B. *Directions:* Fill in the blanks with words from the list below.

1. Cablestitches are _____.
2. The thread on a two-needle cablestitch machine is on _____.
3. The operator steps on the foot _____.
4. A single-needle chainstitch machine is good for _____.
5. The two-needle cablestitch machine sews _____ seams.
6. Pedal #2 _____ the presser foot.

spools
flat fe'ed
elastic
lifts
pedals
basting

UNIT V – OTHER MACHINES USED IN POWER SEWING

Overedging — Lesson 6

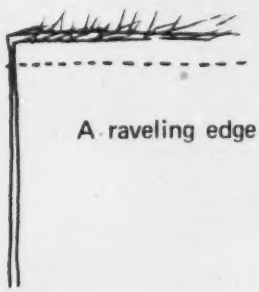
(To Use With Unit VII, Lessons 5 and 6)

NEW WORDS

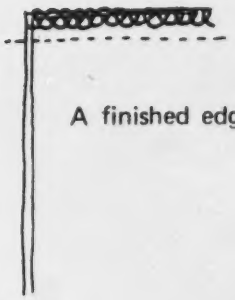
lingerie
to serge
to overedge

LANGUAGE LESSON – Reading words with the same meaning

* * * * * * * * * * * *

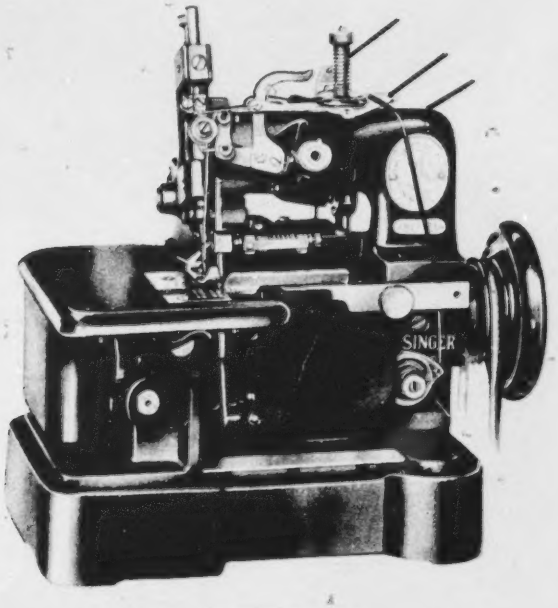


A raveling edge is *sloppy.*



A finished edge is *neat.*

This is an overedge machine.
An overedge machine sews neat edges.
Overedging is a finishing stitch.
Overedging and serging are the same.



*A TRADE MARK OF
THE SINGER MANUFACTURING COMPANY

An overedge machine has no bobbin.
It has a looper.

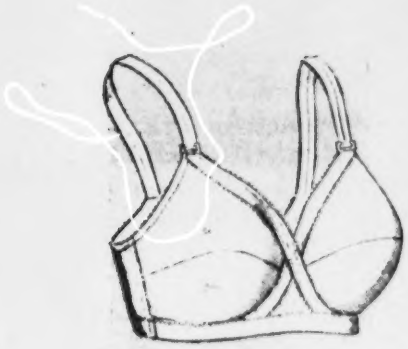
An overedge machine cuts and sews.
It works fast.
Be careful!

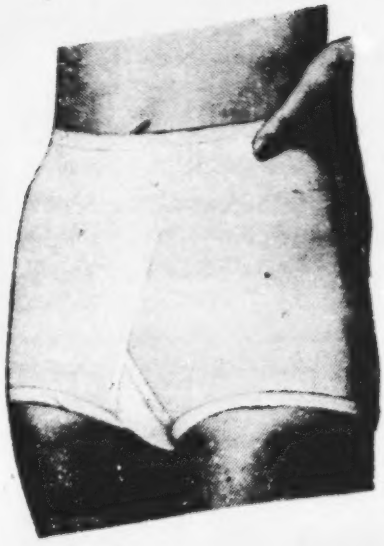
Your manual will show you how to thread the machine.

Tweezers will help you thread the machine.

A threading wire will help you thread the machine, too.

These clothes are lingerie.





Lingerie has finished seams.
Overedging is good for lingerie.

STUDENT ACTIVITIES

A. *Directions:* Draw lines between words with the same meaning. Write those words on the lines below.

single	stitch
overedging	an opening
sew	neat
finished	serging
a slit	edge
end	one

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

_____ = _____

B. *Directions:* Write the right word in each blank.

1. Overedging is a _____ stitch.
   (basting, finishing, topstitching)
2. An overedge machine sews and _____.
   (cuts, topstitches, chainstitches)
3. Overedging is _____.
   (backstitching, cutting, serging)
4. An overedge machine has no _____.
   (looper, bobbin, thread)
5. Serging is good for _____.
   (lingerie, aprons, shopcoats)
6. A _____ is a tool.
   (pedal, elastic, threading wire)

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Blindstitch Machine Lesson 7

(To Use With Unit VII, Lesson 7)

NEW WORDS

a blindstitch
part

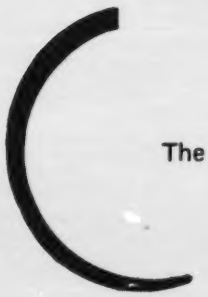
LANGUAGE LESSON – Writing *where* adverbs

* * * * * * * * * * * * *

This is a blindstitch machine.

The blindstitch machine is easy to work.

The machine has one thread.



The blindstitch has a curved needle.

The needle does not go through all the material.

The needle goes through *part* of the material.

Blindstitches are hard to see.

Blindstitches are not topstitches.

Blindstitches are good for hems.

This hem is blindstitched.
You cannot see the stitches.

STUDENT ACTIVITIES

A. *Directions:* Write *where* adverbs in the blanks.

1. The thread is _____.
   Where

2. The curved needle goes _____.
   Where

3. The blindstitches are _____.
   Where

4. The operator sews _____.
   Where

5. Serging is _____.
   Where

6. A hem is _____.
   Where

B. *Directions:* Draw lines from the words on the left to the words on the right.

1. Blindstitches	sews hems.
2. The curved needle	are hard to see.
3. The blindstitch machine	are blindstitched.
4. Hems	goes through part of the material.

UNIT V – OTHER MACHINES USED IN POWER SEWING

The Automatic Machines — Lesson 8

(To Use With Unit VII, Lessons 8, 9, and 10)

NEW WORDS

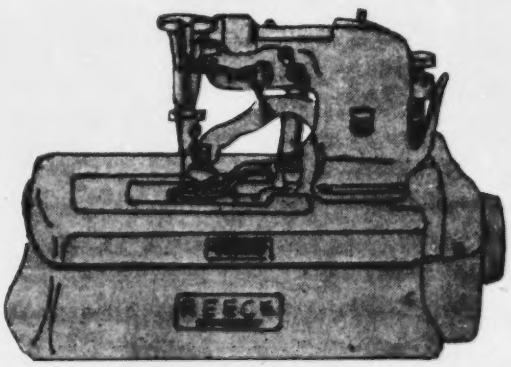
automatic	a snap
a clamp	a hook
a buttonhole	an eye
barring stitches	a shank button

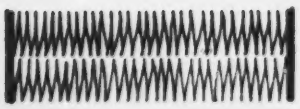
LANGUAGE LESSON – Matching words and definitions

* * * * * * * * * * * * *

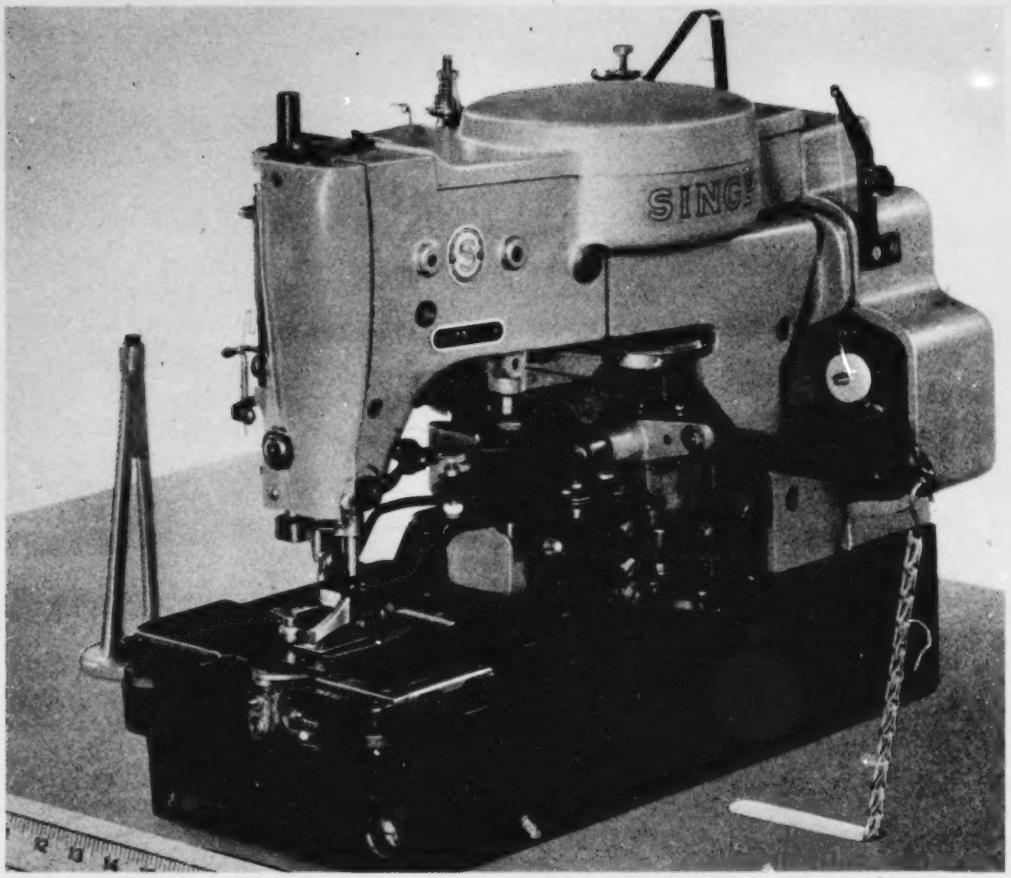
Some machines are automatic.
An automatic machine works by itself.
An automatic machine needs no help to work.

This is a buttonhole machine.





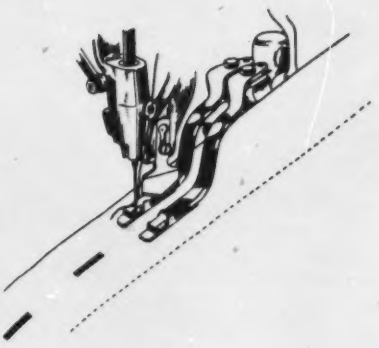
A buttonhole machine is automatic.
A buttonhole machine makes buttonholes.

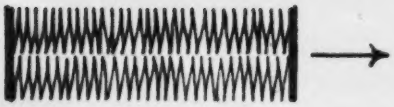


Lockstitch Buttonhole Machine 271K11 *Photograph courtesy of the Singer Co.*

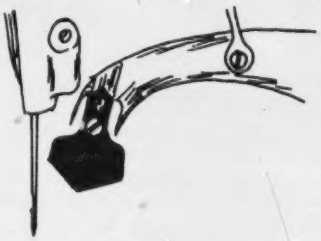
This is a different buttonhole machine.
This machine makes lockstitch buttonholes.

A buttonhole machine has clamps.
The clamps hold the material.



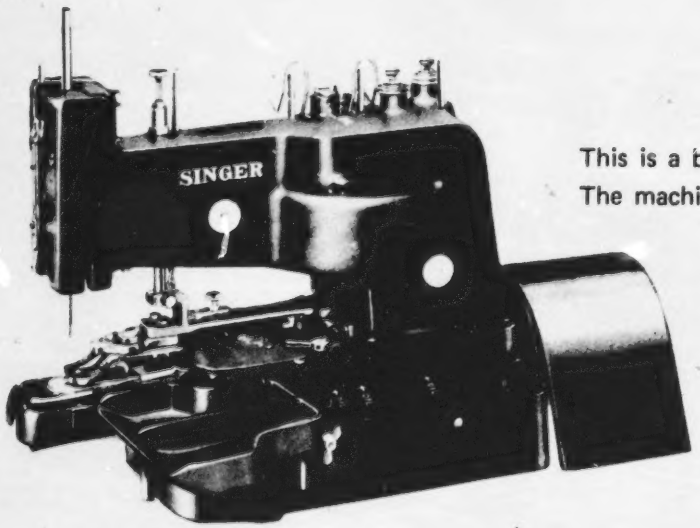


This is a buttonhole.
The side stitches are wide.
Barring stitches are on the ends.
The machine sews the stitches automatically.



The buttonhole machine has a knife.
The knife cuts the buttonhole automatically.

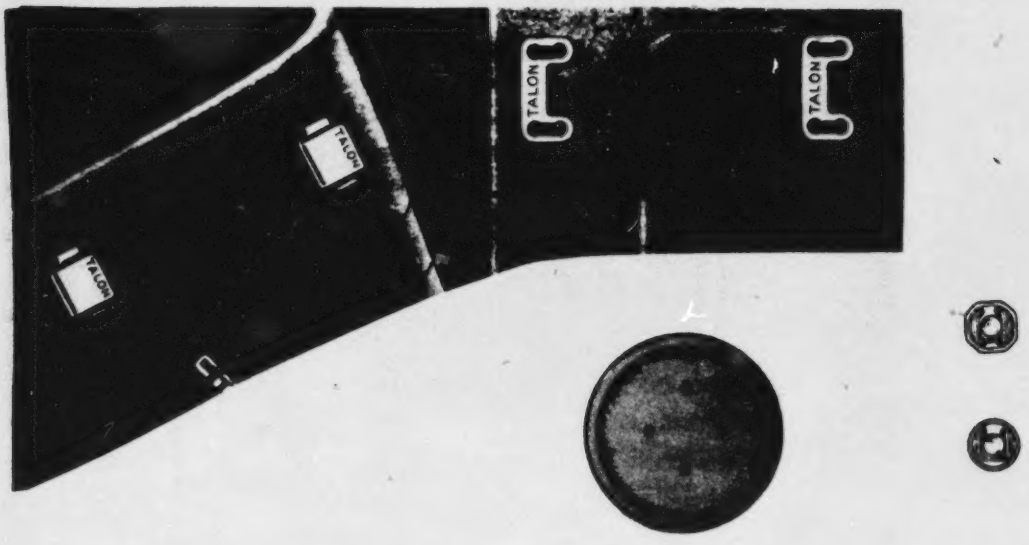
The buttonhole machine cuts thread automatically, too.



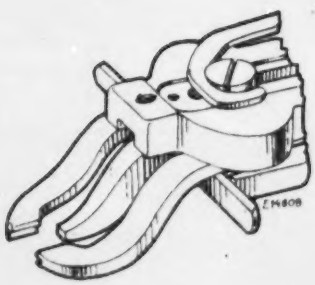
This is a button machine.
The machine sews buttons automatically.

The button machine has no bobbin.
It has no looper.
It has only one thread.

The button machine sews buttons, snaps, hooks, and eyes.



Some buttons have two holes.
Some buttons have four holes.
Some buttons have shanks.



The button machine has clamps.
The clamps hold the buttons.

STUDENT ACTIVITIES

A. *Directions:* Match the words to their definitions.

1.	barring stitches	_____	a sharp tool for cutting
2.	a shank	_____	end stitches
3.	clamps	_____	works by itself
4.	automatic	_____	a loop on a button
5.	a knife	_____	things to hold material or buttons

B. *Directions:* Read the definitions.
Write the words they define.

1.	_____	The hole that the button goes through
2.	_____	The stitches at the ends of a buttonhole
3.	_____	A machine that does a job without help
4.	_____	Something that closes into an eye
5.	_____	Stitches that you cannot see
6.	_____	Serging

UNIT VI – ODDS AND ENDS

Pressing Lesson 1

(To Use With Unit VIII, Lesson 1)

NEW WORDS

to press	a pressing machine
steam	wrinkled
a sleeve board	a pressing block
a beater	a pressing mitt

LANGUAGE LESSON – Review of verb tenses

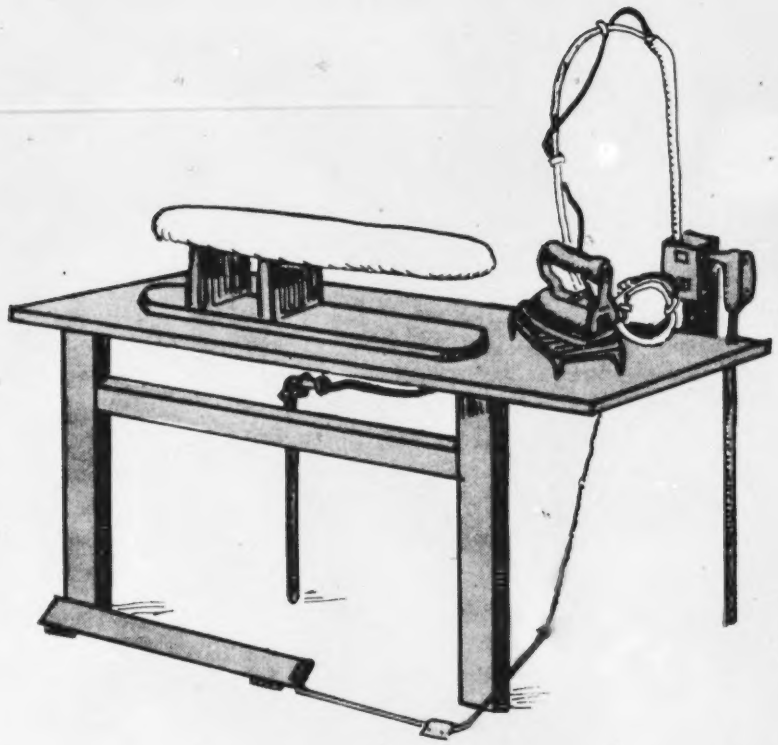
* * * * * * * * * * * * *

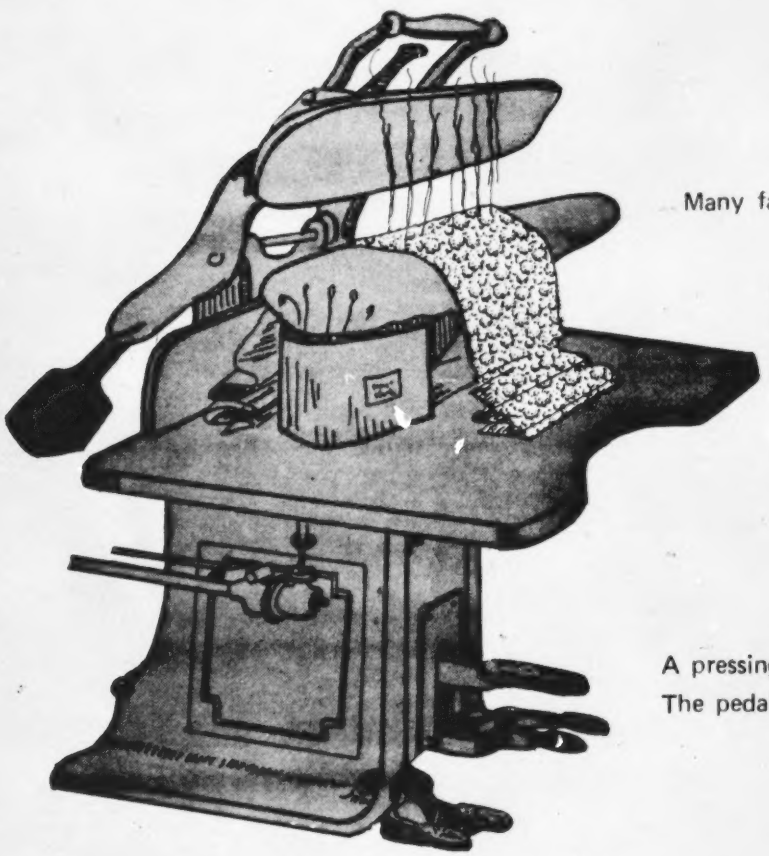
This dress is wrinkled.

Wrinkled clothes are sloppy.

People press wrinkled clothes.

This is a steam iron.
You put water inside
this iron.
The water gets hot.
Hot water makes steam.





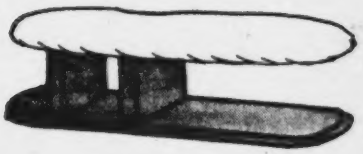
Many factories have steam pressing machines.

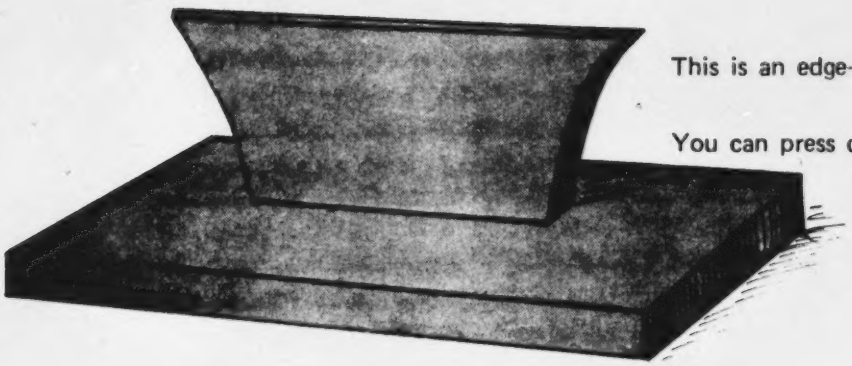
A pressing machine is big.
It irons big things.
It works fast.

A pressing machine has pedals.
The pedals make the machine work.

This is a sleeve board.

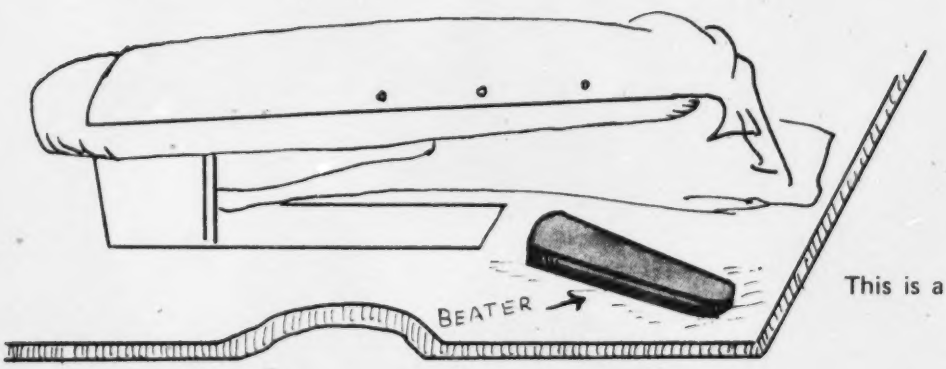
Sleeves are hard to iron.
You can iron sleeves on this board.





This is an edge-pressing block.

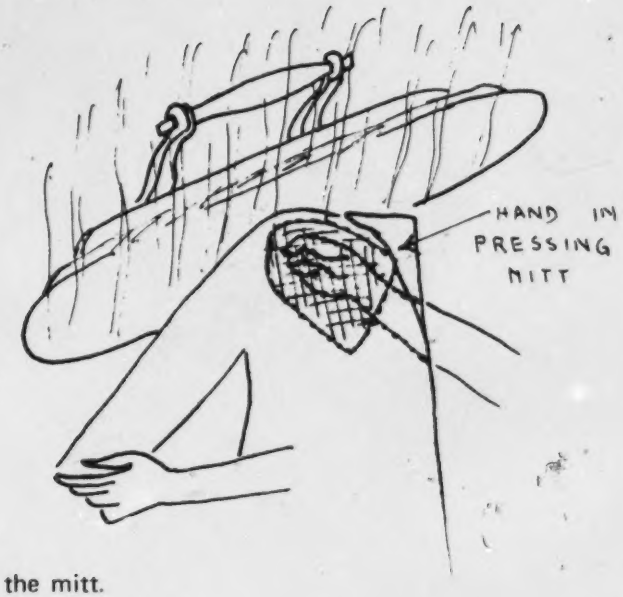
You can press collars on the block.



This is a beater.

Some wrinkles are hard to iron.
Use steam and a beater for these wrinkles.

This is a pressing mitt.



Put your hand in the mitt.
Wear the mitt to steam armholes.

Operators press their work.
They press the seams open.
They press darts and hems.
Pressing makes their work neat.

STUDENT ACTIVITIES

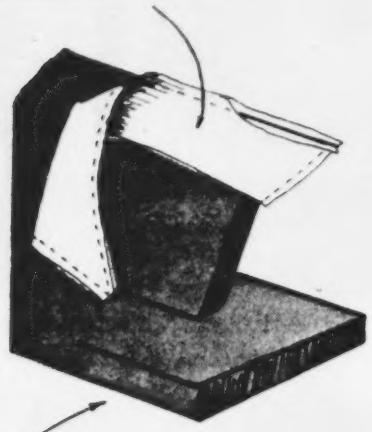
A. *Directions:* Write these verbs in the right column below.

will press
steams
ironed
pressed
works
will wear
makes
are
lifted
was
guides
pushed

Past	Present	Future

B. *Directions:* Label these pictures.
Write the words on the lines.

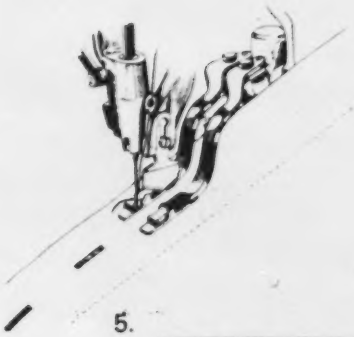
1. _____



2. _____

3. _____

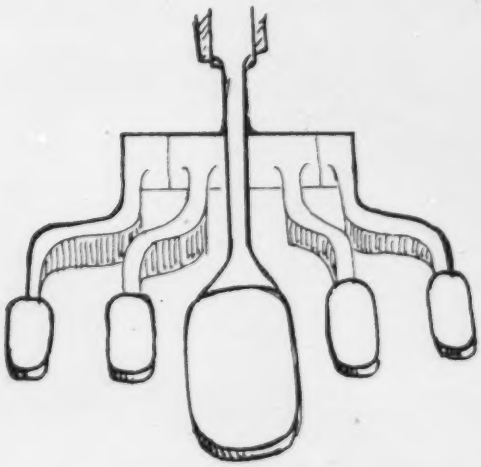
4. _____



5. _____

6. _____

7. _____



8. _____

UNIT VI – ODDS AND ENDS

Being a Good Operator — Lesson 2

(To Use With Unit VIII, Lessons 2, 3, and 4)

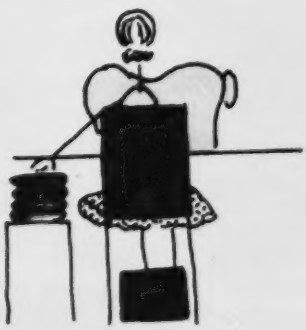
NEW WORDS

to waste	to repair
to save	to count
close	piecework
	a mistake

LANGUAGE LESSON – Writing words in alphabetical order

* * * * * * * * * * * *

A good operator works hard.
A good operator works fast.
A good operator is neat.



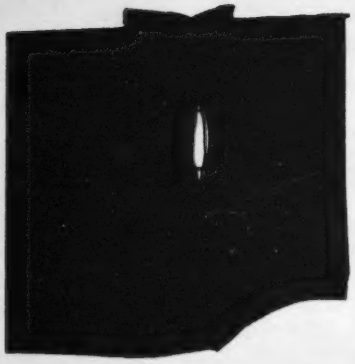
This operator is saving time.

Her work is *close* to her.

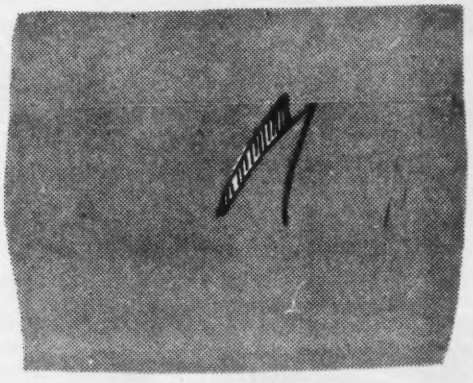
She can work fast.

She is not *wasting* time.

Sometimes an operator makes a *mistake.*
She must repair her mistakes.



This is a mistake.
The operator must repair the mistake.



This is a mistake.
The operator must repair the mistake.

A neat operator folds her work.

An operator must *count* her work, too.

Some operators work on piecework.
They get money for each piece of work.
Many pieces of finished work mean more money.

A slow pieceworker makes little money.

A fast pieceworker makes more money.

STUDENT ACTIVITIES

A. *Directions:* Write the alphabet.

__ __ __ __ __ __ __ __ __ __ __ __ __

__ __ __ __ __ __ __ __ __ __ __ __ __

B. *Directions:* Write these words in alphabetical order.

mistake _____

close _____

waste _____

piecework _____

repair _____

save _____

operator _____

time _____

fast _____

hard _____

neat _____

iron _____

C. *Directions:* Write "She is a good operator" or "She is not a good operator" on each line.

1. The operator folds her work.

_____

2. The operator makes many mistakes.

_____

3. The operator repairs her mistakes.

_____

4. The operator sews many pieces of work.

_____

5. The operator has her work close to her.

_____

6. The operator wastes time.

_____

Review Activities

1. *Directions:* One word in each line does not belong. Cross out this word.

1.	denim	broadcloth	muslin	needle
2.	baste	ravel	backstitch	chainstitch
3.	dart	bobbin	throatplate	wheel
4.	top	bottom	side	seam
5.	apron	bib	spool	shopcoat
6.	slit	zig-zag	back-tack	serge
7.	upper	lower	sideways	elastic
8.	chainstitch machine	pressing machine	overedge machine	cablestitch machine

2. *Directions:* Match the words with opposite meanings. Draw lines.

inside	loose
accelerator	crooked
careful	brake
tight	the wrong side
width	careless
straight	backward
forward	length
the right side	outside

3. *Directions:* Circle the words that are spelled correctly. Cross out the words that are spelled wrong. Write them the right way.

	Correct Spelling
repair	
overedge	
guage	
matreial	
cablestich	
bobbon	
treadle	
patholder	
attachment	
operotor	
pucker	
picework	
lingerie	
tenshon	

4. *Directions:* Read the definitions. Write the right word for each definition.

S C _____	– a tool for cutting
R E _____	– to fix; to make better
P _____	– to iron and make smooth
J _____	– to put together
Z _____	– a machine that makes back-and-forth stitches
P R _____	– to do again and again
J _____	– to sew together
O P _____	– a person who sews on a power machine
T _____ C H	– to sew on the right side
A U _____	– a machine that works by itself

5. *Directions:* Fill in the blanks.

1. A _____ is a place to work.
2. A _____ is a machine.
3. A _____ is part of a machine.
4. A _____ is a tool.
5. A _____ is something to wear.
6. A _____ is a kind of stitch.
7. A _____ is an attachment.
8. _____ is material.
9. A _____ is sharp.
10. _____ are dangerous.

6. *Directions:* Fill in the squares. Write a word in each that begins with the letter at the top. Use the word list to help you.

	B	M	S	D
TOOLS				
CLOTHES				
MATERIALS				
PARTS O MACHIN				
STITCHES				

New Words

UNIT I

Lesson 1
- a machine
- a sewing machine
- a power machine
- a factory
- an operator

Lesson 2
- a table
- a bin
- a switch
- a motor
- a thread stand
- to start
- a machine head
- a drawer
- a treadle
- a kneelift
- to step
- to stop

Lesson 3
- safety rules
- dull
- sharp
- to use
- scissors
- a tool
- a needle
- a screwdriver

Lesson 4
- an accident
- careful
- careless
- a finger guard
- dangerous
- safe
- to touch
- to point
- a bobbin

Lesson 5
- to take care of
- a part
- a machine belt
- loose
- responsible
- thread
- a bobbin case
- a throat plate
- a wheel
- tight

Lesson 6
- dry
- a self-oiling machine
- a gauge
- a manual
- an oil can
- a work area

Lesson 7
- a habit
- a rag
- a boss
- might
- neat
- to fold

UNIT II

Lesson 1
- a lockstitch machine
- a thread guide
- a presser foot
- a stitch changer
- a tension assembly
- a zipper foot
- a light
- a throat plate
- a single-needle machine

	a multiple-needle machine
	a balance wheel
	a thumbscrew
	a feed dog
	a presser-bar lifter
Lesson 2	nippers
	tweezers
	a brush
	material
	useful
	a threading wire
Lesson 3	to break
	a tension disk
	to catch
	to check
	yourself
	maybe
	to call
Lesson 4	to lift
	a brake
	by hand
	speed
	the treadle
	an accelerator
	to practice
Lesson 5	a line
	straight
	a curve (curved)
	a circle (circular)
	a corner
	a seam
	crooked
	to join
Lesson 6	to wind
	right
	left
	to change
	through
Lesson 7	a stitch
	wrong
	a loop
	bottom
	top
Lesson 8	a size
	long
	short
	big
	small

UNIT III

Lesson 1	a shirt
	a sleeve
	a collar
	a cuff
	back
	front
	a blouse
	a jacket
	pants
	slacks
	a skirt
	a pleat
	overalls
	a waistband
	a pocket
Lesson 2	a gauge
	ply (plies)
	wide
	offset
	to guide
	to push
	an edge
	together
Lesson 3	to back-tack
	weak

back and forth
apart
a French seam
an end
inside
outside
the right side
the wrong side

Lesson 4 flat
a flat felled seam
to topstitch

Lesson 5 an attachment

Lesson 6 across
a mitered corner

Lesson 7 a notch
a dart
a hole

Lesson 8 bias tape
to turn
open

UNIT IV

Lesson 1 a zipper
to baste
center
to lap
side

Lesson 2 a bib
an iron
an ironing board
an ironing-board cover
a half-apron
a pillow
a pillowcase
a scarf
to quilt
a potholder
a shop apron
denim
broadcloth
muslin
rick-rack
cotton
a button
a strap
a lining
a kitchen apron

UNIT V

Lesson 1 zig-zag
to ravel
a lever
a window
width
length
a screw

Lesson 2 a folder
a spool
to pucker

Lesson 3 a shopcoat
a slit
a facing
to backstitch
a shoulder
a cuff
upper
lower
the neck
a belt

Lesson 4 a cablestitch
a chainstitch
a looper
elastic

Lesson 5 a spool

sideways
upside down
a pedal

Lesson 6 lingerie
to overedge
to serge

Lesson 7 a blindstitch
part

Lesson 8 through
automatic
a clamp
a buttonhole
barring stitches
a snap
a hook
an eye
a shank button

UNIT VI

Lesson 1 to press
steam
a sleeve board
a beater
a pressing machine
wrinkled
a pressing block
a pressing mitt

Lesson 2 to waste
to save
close
to repair
to count
piecework
a mistake